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ABSTRACT

This text consists of 89 lessons in Hindustani. Each lesson is divided into four parts. The first section lists the grammatical objectives of the lesson. A brief dialogue follows which deals with an everyday situation. The notes clarify certain grammatical points of the dialogue. The lesson ends with repetition, transformation, and substitution drills. (CFM)

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Preliminary Draft

LESSONS IN COLLOQUIAL HINDUSTANI

FOR FIJI

Developed by
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With the Assistance of
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LESSON 1

- Goals:
1. Interrogative "ka" - what.
 2. Demonstrative "u" - that.
 3. Auxillary verb "hēi".

Dialogue: u ka hēi? What is that?
u buk hēi. That is a book.

Notes. "u" is the demonstrative pronoun meaning "that".
It should be used when the object being spoken about
is not within reaching distance of the speaker.

The auxillary verb "hēi" (infinitive "honē")
means "am", "is", or "are" depending on the number
of the subject. It occurs at the end of the sen-
tence in a simple sentence or a clause.

In an interrogative sentence like "u ka hēi?"
the auxillary "hēi" is shortened to an -e and the
sentence may sound like this "i ka e?"

Certain words from English language are very
frequently used in Hindustani. They may retain
their original form as in "buk" or may be distorted
to varying degrees.

e.g.

cok	chalk
beg	bag
tebil	table
dova	door

Drills: 1. Repetition

u pensil hei

u gher hei

u buk hei

u ləḍka hei

u dukan hei.

That is a pencil.

That is a house.

That is a book.

That is a boy.

That is a store.

LESSON 2

Goals: 1. Addition of demonstrative "i" - this.

Dialogue: i ka hēi? What is this?
u pensil hēi. That is a pencil.

Notes: "i" is equivalent to "this". It indicates the proximity of the speaker to the object.

Drills: 1. Repetition

i lēdki hēi This is a girl.

i ghər hēi This is a house.

i tēbil hēi This is a table.

i kursī hēi This is a chair.

2. Repetition

i ka hēi? What is this?

u buk hēi. That is a book.

u ka hēi? What is that?

u ghər hēi. That is a house.

u ka hēi? What is that?

i juta hēi. This is a shoe.

LESSON 3

- Goals:
1. Asking a question that calls for either a positive or a negative response.
 2. Affirmative "hā" and negative "nē".

Dialogue:

i makét hēi?	Is this the market?
hā, i maket hēi.	Yes, this is the market.
u mēndir hēi?	Is that a temple?
nē, u mēsīd hēi.	No, that is a mosque.

Notes: A simple statement can be transformed into an interrogation simply by changing the intonation of the sentence.

e.g.

i maket hēi This is a market.

i maket hēi? Is this the market.

"hā" is equivalent to "yes" and "nē" or "nēhi" to "no". "nē" is a shortened form of "nēhi" and is used more often than "nēhi". But both forms can be used without any change in the meaning.

Drills:

1. Repetition

i pensīl hēi? Is this a pencil?

u mēndir hēi? Is that a temple?

u vijey hēi? Is that Vijay?

i skul hēi? Is this a school?

2. Substitution

Instructor: skul

Class: hã, u skul hei.

dukan

gai

khet

dalo

3. Transformation

Transform the drills in drill 2 by substituting
"nē" in place of "hã".

LESSON 4

- Goals: 1. Addition of the conjunction "aur" - and to the sentences in lesson 1.
Addition of the adverb "bhi" - too or also.

Dialogue: aur i ka hei? And what is this?
u bhi buk hei. That too is a book.

Notes: "yahu" and "yahu bhi" have the same meaning as "i bhi" and can be substituted in place of "i bhi". All three words are commonly used and all three are correct.

i bhi buk hei. This too is a book.

y hu buk hei. This too is a book.

y hu bhi buk hei. This too is a book.

Similarly, "vahu" and "vahu bhi" can be substituted in place of "u bhi" with no change in the meaning.

Drills: 1. Repetition and Substitution

A. Repetition

aur i bhi pensil hei And this too is a pencil.

aur i bhi lədkī hei And this too is a girl.

aur i bhi khet hei And this too is a field.

aur i bhi ghar hei And this too is a house.

aur i bhi kursī hei And this too is a chair.

aur i bhi tēbil hei And this too is a table.

B. Substitution

Instructor: kursi

Class: aur i bhi kursi hai.

ped

khet

tebil

cok

beg

2. Substitution

Instructor: yehu

Class: yehu tebil hai.

i

u bhi

yehu

i bhi

yehu bhi

u

yehu bhi

yehu

3. Repetition

i ledke hai aur u ledki

This is a boy and that is

hai

a girl.

i tebil hai aur u kursi

This is a table and that

hai

is a chair.

i am hai aur u nariyal

This is a mango and that

hai

is a coconut.

i hindustani hei aur u This is an Indian and that
emriken hei • is an American.
i mendir hei aur u This is a temple and that
mesjid hei is a mosque.

LESSON 5

- Goals:
1. Interrogative "whose".
 2. Possessive "hamar" and "tumar".
 3. Postposition "ke" - possessive.

Dialogue: u kis ke pensil hai? Whose pencil is that?
u hamar pensil hai. That is my pencil.

Notes: "ke" is attached to the oblique form of the nouns to indicate possession.
e.g.,

Sarla ke sari	Sarla's sari.
ram ke saykal	Ram's bicycle.
sambhu ke dukan	Sambhu's store.

hamar and tumar are the possessive forms of ham and tum respectively.

Drills:

1. Repetition

hamar sari	My sari
sita ke beg	Sita's bag
kisan ke khet	Farmer's field.
gokal ke dukan	Gokal's store
tumar pen	Your pen

2. Substitution

Instructor: kursi	Class: i kis ke kursi hai?
ghodi	

buk

sæt

sudi

ghar

teg

LESSON 6

- Goals:**
1. Possessive "is ke" and "us ke".
 2. Asking a person's name.

Dialogue:

tumar nam ka hai?	What is your name?
hamar nam raja hai.	My name is Raja.
aur is ke nam ka hai?	And what is this person's name?
is ke nam sam hai.	His name is Sham.

Notes: "is" and "us" are the oblique forms of "I" and "u" respectively. To form the possessive postposition "ke" follows these oblique forms.

Drills:

1. Repetition

hamar nam sarla hai	My name is Sarla.
us ke nam ashok hai	His name is Ashok.
tumar nam tom hai	Your name is Tom.
is ke nam sadhu hai	His name is Sadhu.
us ke nam sita hai	Her name is Sita.

2. Substitution

Instructor: tumar	Class: i tumar pensil hai?
is ke	
sita ke	
hamar	
vinay ke	

us ke

fila ke

3. Chain drill: Student A asks student B:

tūmar nam ka hai?

Student B responds:

hāmar nam ----- hai. (to student C):

tūmar nam ka hai?

And so on.

LESSON 7

- Goals:
1. Positive commands using simple verbs.
 2. Addition of direct object to the verb.

Dialogue:	lao	Bring
	p dho	Read or study
	khao	Eat
	suno	Listen
	pensil lao	Bring the pencil.
	buk padho	Read the book.
	khana khao	Eat the meal.
	gana suno	Listen to the song.

Notes: The Imperative mood is used to express command, entreaty, prohibition and the giving of advice and warning. It may refer to an act in the immediate present; or the immediate future.

The form in the lesson is used when addressing members of the family except the elders, friends of equal status to the speaker and servants. This form should not be used when addressing one's teachers, superiors and complete strangers.

In an Imperative sentence, the subject "you" is omitted.

The Imperative form for second person is obtained by the addition of the vowel -o to the verbal root. Verbal roots ending in consonants, -a, and -e

have regular formation.

e.g.

sun + -o	suno	Listen
bol + -o	bolo	Speak
kha + -o	khao	Eat
de + -o	deo	Give
la + -o	lao	Bring

Drills:

1. Repetition

ca lao

Bring the tea

nimak deo

Give the salt

citthi likho

Write a letter

buk padho

Read the book

radio suno

Listen to the radio

dukan jao

Go to the shop

2. Substitution

Instructor: lao

Class: buk lao

lao

deo

dekho

padho

khario

3. Repetition

caaur pani bhi lao

Bring tea and water too

buk aur pensil bhi

Buy the book and a pen

khario

too

nimāk aur mircāz bhi deo

Give the salt and the
pepper too.

cini aur dudh bhi deo

Give the sugar and the
milk too.

hath aur god bhi dhoō.

Wash hands and feet too.

LESSON 8

Goals: 1. Simple negative commands.

Dialogue: nēhi khēo.

Notes: "nēhi" and "mēt" are used as negatives. There is not much difference except that "mēt" cannot be used as "no" while "nēhi" is used as "no".

Drills: 1. Substitution

Instructor: khēo Class: mēt khēo

lēo

suno

pio

dekho

eo

LESSON 9

- Goals:
1. Nominative pronouns "həm" and "tum" and "i" and "u".
 2. Verb "kərna" - to do.
 3. Conjunctions of noun and verb "kərna".

Dialogue:

(tum) ka kərta?	What are you doing?
həm phon kərta həi.	I am telephoning.
i ka kərta?	What is she doing?
u kam kərta həi.	She is working.

Notes:

"həm" is the first person singular pronoun meaning "I"; "tum" is the second person singular pronoun meaning "you". "i" and "u" are used as "he", "she" or "it" - the third person singular pronouns.

The pronoun is usually omitted in an interrogative sentence in the second person.

e.g.

ka kərta? instead of tum ka kərta?

The auxiliary verb in an interrogative sentence can also be omitted.

e.g.

i ka kərta? instead of i ka kərta həi?

The verb "kərna" means "to do". ("kər" is the bare root of the verb and "kərna" is the infinitive.

All infinitives end in "na"). This verb in combination with a noun forms a verb that can be used as a principal verb.

e.g.

phon + kerna = To telephone

phon kerna

bhojen + kerna = To eat

bhojen kerna

It may be noticed that in most noun + verb conjuncts in the lesson the nouns are "loan words" from the English language.

e.g.

rest kerta, driv kerta etc.

In a nominative sentence the form of the verb agrees with the gender of the subject.

e.g.

kamla kam kerti. Kamla is working.

tom yad kerta. Tom is remembering.

tum bhojen kerta. You are eating. (feminine)

u-rest kerti. She is resting.

To obtain the correct form of the verb for a masculine noun -ta should be added to the bare root of the verb and the correct form for the feminine nouns in second and third persons can be obtained by adding -ti to the bare root of the verb. The verbal form does not change for

feminine gender in first person.

e.g.

ker + ta = kerta tum kerta You (masculine)

do.

ker + ti = kerti u kerti She does.

Drills: 1. Repetition

hem kam kerta

I am working.

uma phon kerti

Uma is telephoning.

tum stedī kerta

You are studying.

hem bhojen kerta

I am eating.

gyan draiv kerta

Gyan is driving.

u yad kerti

She is remembering.

2. Substitution

Instructor: hem

Class: hem kam kerta hei

meri

sadhu

sita

tom

i (feminine)

u (masculine)

vimla

ramdas

3. Chain Drill

Student A asks Student B

ka kerta?

Student B responds:

phon karta.

Student B asks Student C:

ka karta?

Student C responds:

rest karta.

and so on.

Use the verbs used in this lesson.

LESSON 10

- Goals:
1. Verbs not found with "kerta".
 2. Interrogative "where".
 3. Adverbs "here" and "there".

Dialogue: Kā kerta?	What are you doing?
ham jata hai.	I am going.
kaha jata hai?	Where are you going?
hua.	There.

Notes: As in the previous lesson the form of the verb has to agree with the gender of the noun and the correct verbal form for masculine nouns in all three persons and feminine nouns in first person is obtained in the same way as before, i.e. the bare root of the verb + ta.

ja + ta = jata

verbal root + ta

The verbal form for all feminine nouns except those in the first person is the same as before, i.e. verbal root + ti.

e.g.

likh + ti. likhti

uma likhti hai. Uma is writing,

tum likhti hai. You are writing.

"hiyā" and "huā" are the place adverbs meaning "here" and "there" respectively.

Another way of answering the question "kehā jata/ti?" is:

həm maket jata. I am going to the market.

Drills: 1. Substitution

Instructor: sun

Class: həm sunta hei.

likh

kha

bol

a

je

bula

2. Transformation

Transform the above drills by substituting the following pronouns in place of "həm".

1. i (masculine)

2. u (feminine)

3. tum (masculine and feminine both)

3. Repetition

viḷey kehā hei?

Where is Vijay?

maket kehā hei?

Where is the market?

peṇsil kehā hei?

Where is the pencil?

skul kehā hei?

Where is the school?

posthopis kehā hei?

Where is the post office?

4. Chain Drill

Student A asks Student B:

tum kēhā ʻāta?

Student B responds:

hē dukan ʻāta. (to student C): tum kēhā ʻāta?

ʻēi hēi.

Student C:

hē ʻskul ʻāta.

5. Repetition

hē hotel mē khana I eat at a hotel.

khana hēi

hē hopis mē kam kerta I work in an office.

hēi

hē begica mē phul todta I pluck flowers in the

hēi

garden.

hē hōwai mē Hindi I teach Hindi in Hawaii.

pēdhata hēi

LESSON 11

Goals: 1. Plural pronouns.
2. Postposition "mē" (locative).

Dialogue: tum log kēhā jata hai? Where are you (plural) going?
 . begica mẽ In the garden.

Notes: "log" literally translated means "people" or "folks". So "hem log" or "tum log" really means "we people" or "you folks". To get the plural of any pronoun "log" should be added after the pronoun.
e.g.

tum log	you people	you
hem log	we people	we
i log	these people	they (here)
u log	those people	they (there)

The forms of the principal verb and the auxiliary verb remain the same as in singular constructions.

e.g.
tum kehā jāta hai?
tum log kehā jāta hai?

or .

hem khata hei.

hem log khata hei.

"mē" means "in" or "at" and always precedes the noun.

e.g.

bəgica mē and not mē bəgica

skul mē and not mē skul

Drills:

1. Repetition.

həm log dukan jata hei We are going to the shop.

tum log buk pəḍhta hei You are reading a book.

i log khana khata hei They (here) are eating.

tum log ca pita hei You are drinking tea.

həm log phəl lata hei We are bringing fruit.

u log gana gata hei They are singing.

2. Transformation

Transform the sentences in Drill 1 in singular sentences.

3. Substitution

Instructor: bəgica Class: lila bəgica mē hei.

suva

skul

kemra

emrika

mendir

ba

honolulu

gāv

LESSON 12

Goals: 1. Simple equational sentences:

{ "What are you?"

"I am a lawyer."

2. Vocabulary for different professions.

Dialogue: tum ka hai?

What are you?

hem mastar hai.

I am a teacher.

ticar (feminine).

Notes:

It is considered polite to use "tum" for friends, family and people of equal status. But when addressing complete strangers, teachers, superiors, women and elders "ap" should be used instead of "tum". "ap" is considered more polite and proper.

e.g.

ap ka karta?

Drills: 1. Repetition.

hem mastar hai

I am a teacher.

hem mehajan hai

I am a shopkeeper.

hem kesai hai

I am a butcher.

i vehil sahib hai

This person is a lawyer.

hem sonar hai

I am a goldsmith.

ram nau hai

Ram is a barber.

2. Substitution

Instructor: doktersaheb Class: u hëmar doktersaheb
hei.

mali

kuk

dhobi

nau

vekil

sonar

3. Question and Answer Drill

The instructor asks the students one by one:

"tum ka hei?"

They respond:

"hem ----- hei. ap ka hei?"

LESSON 13

- Goals:**
1. Interrogative "who".
 2. Family.
 3. Introduction of adjectives.
 4. "ji" as a suffix indicating respect.
 5. Genders of nouns.

Dialogue:

i kon hei?	Who is this?
i-hemar chota bheiyye	This is my younger brother.
hei.	

Notes: Adjectives agree with the gender of the noun they qualify in a nominative sentence.

e.g.

chota bheiyye	younger brother
chota ledka	small boy
but choti behini	younger sister
choti ledki	small girl

Adjectives qualifying masculine nouns end in

-a. To obtain the feminine, the terminal -a should be changed to -i.

e.g.

eccha ledka	good boy
ecchi ledki	good girl

Adjectives ending in a consonant remain the same.

e.g.

sunder lə <u>d</u> ki	beautiful girl.
garib lə <u>d</u> ka	poor boy
alsi lə <u>d</u> ka	lazy boy.
alsi lə <u>d</u> ki	lazy boy

Names of animate objects are masculine or feminine according to the sex. There are only two genders in Hindi. Names of inanimate objects ending in a consonant and the vowel -a are generally masculine.

e.g.

dukən, ped; ghər etc.

Names of inanimate objects ending in -ī are generally feminine.

e.g.

sadi, gadi etc.

Names of days and mountains and most of the metals except silver are masculine while those of rivers are feminine.

Sometimes adjectives like "bəda" may be lengthened into "bədkəna" or "bədkəni". It is usually used to indicate the superlative degree; but may also be used in comparison.

i həmar bədkəna bhəiyyə həi, may mean

This is my eldest brother.

or

This is my elder brother.

The suffix "ji" is attached to nouns to indicate respect.

e.g.

penditji

priest

masterji

teacher

Some people may even attach it to a proper noun:

ramdas ji

Drills:

1. Repetition

bedi behini

elder sister

bedkēni behini

eldest or elder sister

lēmba ped

tall tree

eccha lēdka

good boy

neva set

new shirt

motkēni auret

the fattest woman or fat woman

choṭi lēdki

small girl

2. Substitution

Instructor: bheiyya

Class: i hēmar bhēiyya hēi.

mā

behini

pitaḷi

lēdka

lēdki

auret

admi

3. Repetition .

həmar bhəiyya əccha həi	My brother is nice.
us ke bəhini ləmbi həi	That person's sister is tall.
is ke chata purana həi	This person's umbrella is old.
rəm ke sət nəva həi	Ram's shirt is new.
tumar gher bəda həi	Your house is big.

LESSON 14

Goals:

1. Plurals of masculine nouns.
2. Adverb "abhi" - "now" or "at the moment".
3. Adverb "kitnē" - "how many".

Dialogue:

hiyā kitna skū! hai?	How many schools does this place have?
abhi doī hai.	There are two at the moment.

Notes :

The plurals of masculine nouns that are animate objects ~~has~~ be formed by adding "log" to the noun.

• 22 •

bedka log boys

Admi log ' men

Masculine nouns ending in -a that are not ani-
male objects form their plural by changing the -a
to -e.

உ . டு .

Yuta	Age	Inter
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9
10	10	10
11	11	11
12	12	12
13	13	13
14	14	14
15	15	15
16	16	16
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99	99	99
100	100	100

kəmrə kəmre

The other masculine nouns do not change forms. Most of the "loan words" from English language are treated as masculine nouns unless they are feminine nouns themselves.

The word "ledken" (plural of "ledka") is an exception and refers to "children" as well as "boys".

Drills: 1. Substitution

Instructor: ped

Class: hiyā kitā ped hai?

ghar

pedka log

dukan

hotel

admi log

2. Substitution

Instructor: lao

Class: abhi lao

likho

suno

deo

khao

betho

pedho

daudo

hāso

3. Substitution

Instructor: ek

Class: hiyā ek ped hai

dud

tin

car

pāc

che

set

atll

neo

des

Lesson 15

- Goals:**
1. The use of "ke pas" and "ke lege" - possession.
 2. Idiomatic use of "hem nehi jano".
 3. Plurals of feminine nouns.

Dialogue: lila ke lege kitna sadi hai? How many saris does
Lila have?
hem nehi jano. I do not know.

Notes:

The words "lege" and "pas" both indicate possession - permanent or temporary - if the thing possessed is a saleable movable object. "pas" and "lege" must be preceded by either a possessive pronoun or a noun + postposition "ke".

e.g.

hemar lege

ram ke pas

lila ke lege

There is no word for "have". So "Lila has long hair" will be expressed this way:

lila ke bar lamba hai.

The phrase "hem nehi jano" is used by men and women both and is equivalent to "I do not know".

As with masculine nouns the plurals of animate feminine nouns can be formed by adding

"log" to the noun.

e.g.

ledki

ledki log

auret

auret log

Feminine nouns that are not animate objects remain the same. So the plural of "ghedi" - watch - will be "ghedi".

There is one exception. When referring to one's children, either "pas" or "lege" should be used.

e.g.

tumar lege kitna

How many children do you have?

ledken hei?

hemar pas tin

I have three children.

ledken hei.

1. Repetition

hemar lege dui pensil
hei.

I have two pencils.

tumar lege sat buk hei

You have seven books.

is ke lege behut sadi
hei

She has a lot of saris.

ram ke lege pac set
hei.

Ram has five shirts.

us ke lege ek chata
hei.

That person has an umbrella.

2. Transformation

Transform the sentences in Drill 1 by substituting "pas" for "lege".

3. Repetition

i hemar ledki hai	This is my daughter.
i ghedi mehenga hai	This watch is expensive.
i sadi sunder hai	This sari is beautiful.
i cudi badi hai	This bracelet is big.

4. Transformation

Transform the sentences in Drill 3 by substituting the plural form of the noun instead of the singular.

e.g.

i hemar ledki log hai.

LESSON 16

- Goals:
1. Postposition "ke" (objective).
 2. Proper nouns as receivers of action.

Dialogue: i pensil ram ke deo. Give this pencil to Ram.
 i leo tumar pensil. Here, take your pencil.

Notes: When a proper noun occurs in a sentence as the receiver of an action the postposition "ke" should proceed the noun.

e.g.

ram ke belao	call Ram
sita ke lao	bring Sita

When the receiver is a pronoun, the possessive should be used.

e.g.

us ke belao	call that person
this ke deo	give this person

"i leo tumar pensil" is an Imperative sentence and hence the principal verb does not occur at the end of the sentence.

Drills: 1. Substitution

Instructor: belao	Class: serla ke belao
lao	
maro	
deo	

2. Substitution

Instructor: hiyā bəlaō Class: . us ke hiyā bəlaō.

gher lao

buk deo

gos beco

3. Substitution

Instructor: pensil Class: i leo tumar pensil.

/cok

beg

chata

pəisa

ghədi

LESSON 17

Goals:

1. Past tense.
2. Interrogative "when".
3. Time words "today", "yesterday", and "the day before yesterday".

Dialogue: tum kəb aya?

When did you come?

'k ə1.

Yesterday.

Notes:

Formation of the past tense:

For the verbs that end in consonants, -a should be added to the bare root of the verb for the masculine gender; and -i for the feminine gender in the first and the second person.

p. g.

ram bola

sita dekhi

həm log suna

tum b e i t h a

For the verbs that end in the vowel sound of a, -i, and -o, -ya should be added for the masculine genders in all three persons and feminine gender in the first person. For feminine gender in second and the third persons, -i should be added to the verbs ending in consonants and -iya should be added to those ending in the vowel sounds of -a, -e,

-i and -o, omitting the terminal vowel. But this last form is used very seldom; instead the past perfect is used.

For the verbs ending in the vowel sound of -e, the terminal -e should be omitted and -iya added for the masculine gender.

e.g.

ram khaya Ram ate.

sita khai Sita ate.

hem khaya I ate.

tum khaya You ate.

Similarly:

hem siya

tum roya

sita roi

hem di

rem piya

sita di

1. Repetition

hem aj likha

I wrote today.

u kel aya

He came yesterday.

tum perso diya

You gave on the day before
yesterday.

i ladki kel ai

This girl came yesterday.

tum aj ai

You came today.

ap pərsə aya

You (polite) came day before
yesterday.

2. Substitution

Instructor: bēith

Class: hēm bēitha.

lē

pī

cēdh

dekh

khe1

so

3. Transformation

Transform the sentences in Drill 2 by substituting "u" in place of "hēm" and changing the verb form.

e.g.

Instructor: la

Class: u laya.

u lai.

LESSON 18

Goals: 1. Introduction of present perfect tense.

Dialogue: tumar masterjji skul Is your teacher in the school?
mẽ hai?

nə, u suva gais hai.. No, he has gone to Suva.

Notes: The present perfect tense is made of the perfect participle and the present auxiliary for the third person and the past tense and the present auxiliary for the first and the second persons.

The perfect participle of a verb can be formed by adding -is to the bare root of the verb.

e.g.

kha + is

likh + is

so + is

Drills: 1. Repetition

hem aya hai

I have come.

i aya hai

This person has come.

tum aya hai

You (feminine) have come.

u ladka aya hai

That boy has come.

ap aya hai

You (polite) have come.

2. Substitution

Instructor: kha

Class: ram khais hai

.so

dekh

ga

bec

3. Transformation.

Transform the drills in Drill 2 by substituting "hēm" in place of "rēm" changing the verb form accordingly.

e.g.

Instructor: kha

Class: hēm khaya hēi

Drills: 1. Repetition

tum ay reha

You came, you had come.

hem laya reha

I brought, I had brought.

master ji sikhay reha

The teacher taught, the
teacher had taught.

ap khay rehi

You ate, you had eaten.

sham i buk padhe reha

Sham read this book, Sham
had read this book.

dhobi kapda dhoy reha

The laundryman washed these
clothes, the laundryman
had washed these clothes.

lila i gana sune rehi

Lila heard this song, Lila
had heard this song.

2. Repetition

sebere ao

Come in the morning.

din me ao

Come in the afternoon

(during the day).

sajha ke ao

Come in the evening.

rat ke ao

Come at night.

3. Substitution

Instructor: sun

Class: hem sebere sune
reha

likh

uter

kherid

dekh

le

si

bol

pədhā

bec

Transformation

Transform the sentences in Drill 3 by substituting "dīn mē", "sənjhā ke", "rat ke" in place of "səbere".

e.g.

Instructor: sun

Class: hām dīn me sunā rēhā/

sunī rēhī

LESSON 20

- Goals:
1. Future tense
 2. Time words like "tomorrow" and "day after tomorrow."

Dialogue: master ji keb lauti? When will the teacher come back (return)?

perso sanjha ke. The evening of day after tomorrow.

Notes: Formation of future tense:

For verbs that end in a consonant, -ega should be added for masculine gender first and the second person and -i for the third person. For feminine gender -ega should be added for first person and -egi for the second and the third person.

e.g.

ham lautega I will return.

tum lautegi/ You will return.

lautega

ap lautegi/lautega You (polite) will come back.

jagat lauti Jagat will come back.

lila lautegi Lila will come back.

For verbs that end in the vowel sounds of -a, -i, and -o, -yega should be added to the root for the masculine gender in first and second person and feminine gender in first person and -yegi for the

feminine gender in second and the third person.

-i should be added to third person masculine gender.

e.g.

həm ayega	I will come.
tum ayega/gi	You will come.
ram ayi	Ram will come.
sita ayegi	Sita will come.

The words for "tomorrow" and "yesterday"; and "day before yesterday" and "day after tomorrow" are the same. Some people might use "bihan" instead of "kəl".

For verbs that end in -e, -ga for masculine gender in first and second person and feminine gender in first person and -gi for feminine gender in second and the third person -i should be added to masculine gender in third person.

e.g.

həm buk dega

1. Repetition

həm kəl səbere jayega	I will go tomorrow morning.
həm aḷ səbere jayega	I will go this morning.
həm perso səbere jayega	I will go on the morning, of the day after tomorrow.

2. Substitution

Instructor: .la

Class: u kəl sənḡha ke lai

bēith

dekh

cēdh

bandh

khol

pi

so

bāla

le.

3. Repetition

həm ghər bandhēga

I will build a house.

nau bar kati

The barber will cut hair.

mēhajēn kēpda beci

The shopkeeper will sell
cloth.

bēhīni khana pēkayegi

Sister will cook food.

həm log rēgbī khelēga

We will play ragbi.

tum log dhan boyega

You (plural) will sow rice.

i log gana gayega

These people will sing song.

LESSON.21

- Goals:
1. Asking "what is the time?"
 2. Telling time in terms of whole numbers.

Dialogue: ebhi kitna beja hai? What is the time now?
How many o'clock is it now?
des beja hai. It is ten o'clock.

Drills:

1. Repetition
ebhi ek beja hai It is one o'clock now.
ebhi du beja hai It is two o'clock now.
ebhi tin beja hai It is three o'clock now.

2. Substitution

Substitute cardinal numbers up to twelve in place of the cardinal numbers in the sentences of Drill 1.

Lesson 22

Goals:

1. Interrogative future.
2. Time in terms of "half past".
3. Formal commands.

Dialogue:

həm kəb'ai?

When shall I come?

səbere sadhe nəo bəje

Come at nine in the morning.

ana

Drills:

When asking a question in the future tense, a different verb form is used. The vowel -i should be added to the bare root of the verb to obtain for all the persons in both the genders.

e.g.

həm j'ai?

Shall I go?

sərla khai?

Will Sarla eat?

tum ai?

Will you come?

There is another way of expressing commands. This form is used frequently and is a fraction more polite than the form learned before.

To form the imperative, -na should be added to the bare root of the verb.

e.g.

kəl ana

Come tomorrow.

us ke bəlana

Call that person.

hiyā rəkhna

Keep here.

u buk dena

Give that book.

Whenever "bāya" is used as an adverb, the terminal "a" is changed to "-e".

e.g.

həm sat bāje khaya. I ate at seven o'clock.

Drills: 1. Substitution

Instructor: ek
dui

Class: sadhe ek bāje lana.

And so on up to "dara".

2. Substitution

Instructor: khana

Class: abhi māt khana.

la

sun

ga

bāirh

dekh

pādh

dho

bol

pi

likh

ro

si

de

LESSON 23

- Goals:
1. Telling time in fractions.
 2. "me" used as "till".

Dialogue: ebhi des baje mē kitnē How long till ten
 taim baki hai? o'clock?
 pendrā minēt Fifteen minutes.

Notes:

The postposition "mē" is also used as "till" or "until". It always proceeds the action verb as in "baje mē". The verb roots ending in consonants should have -e added and the verb roots ending in vowels should have the terminal vowel removed and -ye added. In case nouns are used as subjects, they should be followed by the postposition, "ke".

e.g.

jaye mē taim hai.

uśa ke aye me taim hai.

gadi ke chute mē taim hai.

"fifteen minutes till" can also be expressed as "paune".

e.g.

paune dui

a quarter till two

paune bara.

a quarter till twelve.

Nouns can also be substituted in place of the verbs.

e.g.

us ke/sādi hāye

mē taim hēi

sinema me deri

hēi

There is time for his,

her marriage.

There is still time for

the movie.

Drills: 1. Repetition

des bēje mē pāc minēt

baki hēi

, eth bēje mē des minēt

baki hēi

gyara bēje mē bis minēt

baki hēi

It is five minutes till

ten o'clock.

It is ten minutes till

eight o'clock.

It is twenty minutes till

eleven o'clock.

2. Substitution

Instructor: car

Class: ebhi paune car

bēja hēi

dūi

eth

des

sat

neo

tin

3. Substitution

Instructor: khana

Class: ebhi khayē mē

deri hēi

sona

23-3

ena

jana

bolna

LESSON 24

- Goals:
1. Another way of asking "what is the time?".
 2. Verb conjuncts: principal verb + *jana*.

Dialogue: *kitna taim hai?* What is the time?
 nao hai ke das minot It is ten minutes past nine
 pas hoy gay o'clock.

Notes: Some people may also ask "*ka taim hai?*" instead of "*kitna hai?*" or "*kon taim hai?*".

 Another way of expressing "fifteen minutes past" is "*savva*".

e.g.

savva dui a quarter after two

 The infinitive "*jana*" combines with certain principal verbs to form conjuncts that convey an idea of finality.

 The secondary verb "*jana*" can be used in its past tense or the future tense in these constructions, except in imperative sentences,

e.g. *codh jao, kha jao*

e.g.

ham soy gaya I went to sleep,

ham khay jayega I will eat up.

 The form of the secondary verb depends on the gender of the subject, but here are some rules for

the principal verbs.

Verbs ending in consonants retain their original forms, which is the root of the verb.

e.g.

həm dekh gay

uṣa baith gai

Verbs ending in the vowel sound of -e remain the same.

e.g.

u i kitab de गया

Sometimes the terminal -e is omitted and -aye substituted in its place,

e.g.

həm pensil laye gay.

Verbs ending in -a and -o have -y added to them.

e.g.

həm ay gay

sita soy gai

Verbs ending in -i retain their original form.

Drills: 1. Substitution

Instructor: a

Class: həm ay gay

so

pi

dekh

so

bol

dē

le

ho

jel

tut

2. Substitution

Instructor: pāc

Class: pāc minet pas

hōy gey

des

pandra

bis

pēcis

3. Substitution

Instructor: neo

Class: sēvva neo beja hei

eth

gyara

pāc

sat

LESSON 25

Goals: 1. The days of the week.

Dialogue: aĵ kon din hei?

What day is today?

aĵ kon roĵ hei?

aĵ sommar hei.

Today is Monday.

Drills: 1. Substitution

Instructor: sommar

Class: aĵ sommar hei

mengel

budh

bif

suk

senicer

etvar

2. Substitution

Instructor: kel

Class: kel sommar reha

perso

us din

LESSON 26

- Goals:
1. Dates of the month.
 2. Ordinal numbers.

Dialogue: aḡ kon tarikh hei? What is the date today?
aḡ setra tarikh hei. Today is seventeen.

Notes: The ordinal numbers are irregular for the first ten numbers then "va" or "vi" should be added to the cardinal number depending on the gender.

- Drills: 1. Substitution

Instructor:	tera	Class:	aḡ tera tarikh hei
	cauda		
	pendra		
	sola		
	setra		
	ethara		
	unnis		
	bis		

2. Repetition

pehla ləḍka	First boy
dusri ləḍki	Second girl
tisri ləḍki	Third girl
cautha admi	Fourth man
pācva admi	Fifth man
chevi auret	sixth woman

chaṭvi surēt

Sixth woman

sarva lēka

Seventh boy

aṭhva lēka

Eighth boy

naoṇi lāki

Ninth girl

deṣvi surēt

Tenth woman

The first five ordinal numbers are used often,
but the rest are not used as much.

LESSON 27

Goals: 1. The months of the year.

Dialogue: i kon mēhina hēi? What month is this?

i jēnverī hēi. This is January.

Drills: 1. Substitution

Instructor: jēnverī Class: i jēnverī hēi

fērverī

mac

ēpreel

mēi

jūn

jūlai

ēgēst

septēmba

ōktuba

nevēm̄ba

disēm̄ba

2. Repetition

u jēnverī ke ikkis That was the twenty-first
tarikh reha day of January.

u mēi ke bāis tarikh That was the twenty-second
reha day of May.

u ēgēst ke tēis tarikh That was the twenty-third
reha day of August.

u mac ke caubis tarikh
reha

That was the twenty-fourth
day of March.

u oktuba ke peccis
tarikh reha

That was the twenty-fifth
day of October.

2. Substitution

Instructor: chebbis

Class: perso chebbis
tarikh nei

satais

ettais

untis

tis

ektis

LESSON 28

- Goals:
1. Adverbs "ever" and "never".
 2. Words like "next year", etc.

Dialogue: tum kabhi reva gay rēha? Have you ever been to Rewa?
hā, pichle sal ek dēfe. Yes, one time last year.

Notes: When negative "nēhi" is added to adverb "kabhi" the meaning changes to "never".

e.g.

tum kabhi suva gay Have you ever been to Suva?
rēha?

kabhi nēhi.

Never.

Drills:

1. Repetition

tum kabhi gos khay
rēha?

Have you (masculine) ever
eaten meat?

tum kabhi i filēm
dekhe rēha?

Have you (masculine) ever
seen this movie?

tum kabhi i gana
sune rēha?

Have you ever heard this
song?

tum kabhi hiyā ay.
rēha?

Have you ever been here?

2. Transformation

A. Transform the sentences in Drill 1 by substituting "tum" (feminine) in place of "tum" (masculine).

B. Transform the sentences in Drill 1 by substituting "sita" in place of "tum".

3. Substitution

Instructor: ek

Class: hēm ek dēfe bōle

rēha

dui

dēs

bis

pecas

sau

4. Repetition

hēm ēgle sal kolej

I will go to college next year.

jayega

ram pichle sal pas hoy

Ram passed last year.

geya

serla pichle mahina ay

Sarla came last month.

rēhi

tum ēgle sal ka karega?

What are you going to do next year?

hēm pichle hefta ek

I saw a good movie last week.

eccha filām dekhe

rēha

5. Substitution

Instructor: kha

Class: hēm i ciḡ kabhi

bol

nēhi khāya

sun

ker.

dekh

tod

la

de

le

pi

LESSON 29

- Goals:
1. Adverbs "previously" and "always".
 2. Past habitual.
 3. Conjunction "but" (par).

Dialogue: tum ebhi kehā rehta? Where do you live now?
 hām pehle suva mē I used to live in Suva
 rehet reha par ebhi previously, but I live
 nausuti mē rehta hai. in Nausori now.

Notes: The past habitual tense is formed by combining the root of the principal verb + t or -et and the past auxiliary.

Verbs ending in -i and -o should have -et added to them to form this tense.

e.g.

khat

det

soet

piet

et should be added to the verbs ending in consonants.

e.g.

bolēt

sunēt

The past auxiliary should agree with the gender of the subject.

For verbal roots ending in -e and -a, t
should be added.

e.g.

det

khat

Drills: 1. Repetition

hem pehle gos khat

I used to eat meat previously.

reha

hem pehle daru piet

I used to drink previously.

reha

sita pehle behut roet

Sita used to cry a lot

rehi

previously.

u-auret pehle behut

That woman used to quarrel

jhegda karet rehi

a lot previously.

ram pehle regbi khelet

Ram used to play Rugby pre-

reha,

viously.

hem pehle behut soet

I used to sleep a lot pre-

reha

viously.

tum pehle hamar ghare

You used to come to my

roj at reha

house every day previously.

2. Repetition

hem hameša car beje

I always used to get up

uthet reha

at four o'clock.

hem hameša padhet reha

I always used to study.

tum hameša soet reha

You always used to sleep.

sire hemeša imli khat

Sita always used to eat

rehi

tamarind.

ram hemeša daru piēt

Ram always used to drink

reha

liquor.

3. Substitution

Instructor: so

Class: hem behut sot reha

per ebhi nehi sota

khet

bol

khel

bedmasi ker

din mar

pit

filem dekh

LESSON 30

Goals: 1. Ablative "se".

Dialogue: hiyan se market kitna How far is the market from
dur hai? here?

lægbhæg. adha mīl.

Notes: The postposition "se" has the value of the English "from".

Drills: 1. Substitution

Instructor: maket_ Class: maket_ hiyaN se
bəhūt dur hai

ghər

skul

erodrom

pul

theta

post_hopis

əspətəl

2. Repetition

læggbhæg car bæje ana Comé at about four o'clock.

lēgbhəg duī sal pēhle Nearly two years ago.

lēgbhæg sēb fōg aȝ rēha Nearly (almost) all the people
came.

lægghæg paNc siling. About five shillings.

lēghes + in ghēnta mēn

Within about three hours.

3. Repetition

hiyan se gher adha mīl

The house is half a mile

hei

from here.

sūwa se lautoka dūr

Lautoka is far from Suva.

hei

skul se gher dūr hei

The house is far from the

skul.

gher se theta nagicce

The theater is close to the

hei

house.

LESSON 31

Goals: 1. Prepositions, like "in front", "behind", etc.

Dialogue: maket kahaN hai? Where is the market?
u bada bank ke age. In front of that big bank.

Notes: The postposition "ke" should always proceed prepositions like "age", "piche", etc.

Drills: 1. Repetition

maket bank ke age hai Market is in front of the bank.

maket bank ke begal me hai Market is next to the bank.

maket bank ke piche hai Market is behind the bank.

maket bank ke negicce hai Market is near the bank.

maket bank ke pados men hai Market is near the bank.

2. Substitution

Instructor: bada bank Class: u bada bank men ka hai?

bada maket

chota gher

accha gher

chota beg

LESSON 32

Goals: 1. Conjunctive participles.

Dialogue: maket ke rasta kon hai? Which is the road to the market?

sidha jayke u kona Go straight and turn at
ghūn jao. that corner.

Kon bagal? Which side?

dahina bagal. Right side.

Notes: Hindi tends to reduce the number of finite verbs by including one or more of them in subordinate clauses. This is done in the clause by means of the conjunctive participle.

To form the conjunctive participle the participle "ke" should be added to the bare root of the verbs ending in consonants and the vowel sound of -i. For the verbs ending in the vowel sounds of -a, -e, -o, -y should be added before adding the "ke".

Here, the conjunctive participle expresses the priority in time, i.e. the action of its verb is prior to that of the finite verb.

Drills: 1. Repetition

khayke ao Having eaten, come.

dekhke ao

Having seen, come.

deke ao

Having given, come.

pūchke ao

Having asked, come.

2. Substitution

Instructor: sun

Class: sunke ghare jao

le

pī

dekh

kha

bāta

ga

dekh

LESSON 33

Goals: 1. Indefinite pronoun "koi" used as "any" --- pronominal adjective.

Dialogue: maket ke negicce koi Is there any shoe shop near
 jūta ke dukan hai? the market?
 bahut hai, lekin tum There are a lot, but you
 sambhu ke dukan jao. go to Sambhu's shop.

Notes: "koi" when used as a pronominal adjective should be followed by a singular noun. It can also be used to mean "about" or "nearly". While "nahi" added to it changes the meaning to "no body".
 "lekin" has the same value as "per".

Drills: 1. Repetition

ghare koi hai?	Is anybody at home?
yahan koi hai?	Is anybody here?
kai koi ay raha?	Did anybody come yesterday?
koi ek sal	About a year.
koi car pane siling	Some four, five shillings
koi duī tin mil hai	Nearly two, three miles.

2. Substitution

Instructor: khela	Class: ham bufaya lekin
	koi nahī khelī

aya

likha

sunā

liya

LESSON 34

- Goals:
1. "hi" used to give an idea of exclusiveness.
 2. Instrumental "se".
 3. Locative "per".

Dialogue: ka yohī sambhu ke dukan Is this Sambhu's shop?
 hei?

haN, u sidhī per se Yes, come here by the stairs.
 hiyaN aNo.

Notes: "hī" added after a word gives it an idea of
 exclusiveness.

e.g.

Jagga hī kera Jagga did it.

hiyaN hī hei buk The book is right here.

kai hī kem i sadi I bought this sari just
 kherīda yesterday.

The postposition "ar" is used to indicate
 location on, upon or at something or some place.

Drills: 1. Repetition

yehī tumar gher hei? Is this your house?

yehī is ke skūl hei? Is this this person's
 school?

yehī tumar bhai hei? Is this your brother?

yehī sīta ke motar Is this sīta's car?

hai?

yehī tum log ke master Is this your teacher?

Yī hei?

2. Transformation

Transform the sentences in Drill 1 by substituting "wēhī" in place of "yehī".

3. Repetition

sidhi par se ao

Come by the stairs.

churī se phel kato

Cut the fruit with a knife.

cimmec se ca ghorō

Stir the tea with a spoon.

pen se citthī likho

Write the letter with a pen.

sabun se kēpda dhoo

Wash the clothes with soap.

bās se ao

Come by a bus.

LESSON 35

Goals:

1. Bargaining.
2. Adjective + kerna combinations.
3. Indefinite pronoun "kuch".
4. Adjective "only".

Dialogue: ek bəndəl dalo, ke

kitna dam?

sirf paNc siling.

paNc siling bəhut

• məhəŋgə həi kuch

kəmtī kəro.

What is the price of a

bundle of Dalo?

Only five shillings.

Five shillings is^d very

expensive, reduce it a

little.

Notes:

The verb "kærna" also combines with certain adjectives to form one verb.

e.g.

kəmtī . kərna

To reduce,

saf kærna ,

"kuch" when used as an indefinite pronoun should be followed by a singular verb,

e.g.

kuch həi

There is some.

It can also be used as a pronominal adjective.

e.g.

kuch sadī hai

Drills:

1. Repetition

dokter kuch dewaī

diya

kuch peisa laokuch kam kero

*The doctor gave some

medicine.

Bring some money.

Do some work.

2. Substitution

Instructor: likh

kha

la

de

le

dikha

Class: kuch nehi likho

3. Repetition

ek jutti kabijek derjen endaek pan jhingaek kuda bhindiek jodi juta

Two heads (pair) of cabbage.

A dozen eggs.

A pound of prawns.

A share of okra.

A pair of shoes.

4. Repetition

kuch tita heikuch mehenga heikuch kedua hei

It is a little hot.

It is a little expensive.

It is a little bitter.

5. Substitution

Instructor: kabijClass: sirf kabij hi

lao.

alu

35-3

pye]

ceur

ata

cīnī

dūdh

apul

nībū

LESSON 36

Goals:

1. Principal verb + dena conjuncts.
2. Additions and subtractions.
3. Past participle of auxiliary "hona".

Dialogue:

i apul taja hei?	Are these apples fresh?
ekdam taja hei.	They are absolutely fresh.
dui paun deye deo.	Give two pounds.
car aur car ath ana	That was - four and four.
bhay.	Eight annas.

Notes:

Some verbs combine with verb "dena" (to give) to form a conjunct verb that contributes an idea of action directed outwards in another's direction.
e.g.

i citthi padh deo Read this letter out to me.

Formation:

For verbs ending in consonants there is no change. \bar{y} should be added to the verbs ending in -a, the terminal -e removed from verbs ending in -ē and -ay added to them.

"bhay" is the past participle of the auxiliary "hona" and has the value of "was" or "has happened".
e.g.

kel us ke ghare	There was Ramayana at that
ramayen bhey	person's place yesterday.

Drills:

1. Repetition

am ekdəm pəkā hēi

nəriyəl ekdəm

səsta hēi

gos ekdəm tājā hēi

sət ekdəm nəwā hēi

2. Repetition

tərkārī dəye deo

kəpda nəp deo

kām kər deo

citthī likh deo

sət sī deo

tel laye deo

3. Repetition

duī aur duī car

tīn aur ek car

tīn aur car sat

paNc aur nēo cauda

4. Repetition

paNc meN se tīn nikalo

sat meN se dui nikalo

bara meN se eth

nikalo

dēs meN se paNc

nikalo

Mangoes are absolutely ripe.

Coconuts are absolutely

cheap.

The meat is absolutely

The shirt is absolutely

Give the vegetables.

Measure the cloth.

Do the work.

Write the letter.

Stitch the shirt.

Bring the oil.

Two and two four.

Three and one four.

Three and four seven.

Five and nine fourteen.

Minus three from five.

Minus two from seven.

Minus eight from twelve.

Minus five from ten.

LESSON 37

- Goals:**
1. Adjective "keisen" -- what kind.
 2. Adjective "itna" -- so much, this much, so many.

Dialogue:

tum keisen gos becta	What kind of meats do you
hei?	sell?
hemar pas khalī bheda	I have only this much lamb,
aur bakdī ke gos	mutton, and goat meat.
itna hi hei.	
eccha dui paun bheda	Okay, give two pounds of
ke gos dena.	lamb.

Notes: The terminal a in itna should be changed to -i when it qualifies a feminine noun. It can also be used as an adverb.

Drills:

1. Repetition	
i keisen sadī hei?	What kind of a sari is this?
i keisen phūl hei?	What kind of a flower is this?
u keisen kepda hei?	What kind of cloth is that?
i keisen mittī hei?	What kind of soil is this?
i keisen caur hei?	What kind of rice is this?
2. Repetition	
honolulu meN itna moter	There are so many cars in
hei	Honolulu.

fījī meN itna nēriyēl

hēi

sidnī itna bōda sehar

hēi

us ke pas itna pēisa

hēi

u itna mota hēi

sīta itnī ecchī hēi

u lēdkī itnī lejī hēi

There are so many coconuts

in Fiji.

Sidney is such a big city.

That person has so much

money.

He is so fat.

Sita is so nice.

That girl is so lazy.

LESSON 38

- Goals:
1. Principal verb + lena conjuncts.
 2. Article "to".

Dialogue: 1 keḥda kitna baret

How much a "baret" (two yards) is this material?

hai?

yards) is this material?

Na siling.

Five shillings.

to duī baret nap deo.

Then measure two barets.

tīn baret laye leo.

Take three barets.

nēhī, nēhī duī baret

No, no two barets are enough.

bes hai.

Notes:

Verb "lena" combines with certain verbs to form conjuncts that convey an idea of action directed towards the subject, or of finality.

The rules for the principal verbs are the same as for the verb + dena conjuncts.

The article "to" has no definite meaning.

Sometimes it is used as an adverb as in this lesson with the value of "then".

It may also be used to give emphasis, or to protest.

e.g.

hem to nēhī gēya

I did not go.

hem gēy to rēha

I had gone.

Drills:

1. Repetition

to tum bol jeb
to us ladka ke nehī
beḥaḡ
to hem bola -----
to u rois

Then you go now
Then do not invite that
Boy.

Then I said -----

Then she cried.

2. Repetition

hem thenda panī se
nehay liya
u khana khay liis
u bekdi pēked leo?
tum i buk peḥh liya?
hem u gana sīkh liya
hem, u neva filem dekh
liya

I bathed with cold water.

He or she ate.

Catch that nanny goat.

Did you read this book?

I learnt that song.

I saw that new movie.

Lesson 39

- Goals:
1. Verb "səkna" -- to be able, or can, also may.
 2. Locative "pər".
 3. Optative sentences.

Dialogue: hēm hiyēN se wiriya kēisa jay' How can I go to Viriya
səkta? from here?
pəider, bəspər, ya to pətpət On foot, by bus, or
pər. by launch.

Notes: Verb "səkna" added to other verbs forms conjunct verbs which are intransitive and follow the root of the attached verb. "səkna" means to be able. There is no distinction in Hindi in "can" and "may". So "səkna" is also used to express permission.
e.g.

hēm hindī bol səkta hēi I can speak Hindi.

tum əbhī jay səkta hēi You can go now.

The rules for the principal verbs are the same as for other conjuncts.

- Drills:
1. Repetition
- | | |
|--------------------------|--------------|
| hēm likhe səkta hēi | I can write. |
| hēm gay səkta hēi | I can sing. |
| hēm pəkay səkta hēi | I can cook. |
| hēm dṛaiw kərə səkta hēi | I can drive. |

2. Substitution

Instructor: naç

Class: Kəmla nace

pədh

səkti həi.

ga

a

sikha

si

3. Repetition

kəl ya pərsə ə

Come tomorrow or the

day after.

pən ya pensil, laə

Bring a pen or a pencil.

kabij ya bhndī laə

Bring cabbage or okra.

sham ya ram ko bəlaə

Call Sham or Ram.

4. Repetition

i sadī leo ya to i leo

Take either this sari or

this.

i gana sikhao ya to u

Teach either this song

sikhao

or that one.

u buk, pədhə ya to i

Read either that book or

pədhə

this one.

LESSON 40

Goals: 1. Terminal -o in verbs instead of -ta in interrogative sentences in second person.

Dialogue: tum khana pekay sako? Can you cook?
hā, ham sakta hai. Yes, I can.

Notes: The vowel sound of -o is substituted in place of -ta in most interrogative sentences.

e.g.

tum ka kero hai? What are you doing?

tum ka likho hai? What are you writing?

The use of "it" on the verb root is not restricted to the feminine gender, some men will use this form.

Drills: 1. Repetition

tum ka likho hai? What are you writing?

tum ka sikho hai? What are you earning?

tum ka bolo hai? What are you saying?

tum ka beco hai? What are you selling?

tum ka khao hai? What are you eating?

tum ka pekao hai? What are you cooking?

2. Repetition

tum khana pekay sako? Can you cook?

tum moter celay sako? Can you drive a car?

tum Hindī bole sēko?

Can you speak Hindi?

tum nēdī paure sēko?

Can you swim a river?

tum ghoda dauday sēko?

Can you ride a horse?

LESSON 41

- Goals:
1. The interrogative future form also used in simple positive sentences in third person.
 2. Use of special verb "lēgna".
 3. Terminal -e instead of -ta- in sentences in third person.

Dialogue: i bəṣ kəhaN jayi? Where does this bus go?
sūwə jayi. It will go to Suva.
hiyən kitna bhāṛa ləge What is the fare from here?
həi?
car siling. Four shillings.

Notes: The interrogative future forms jayi, kerī, khayi are also used in simple positive sentences, especially in those without a subject, or when the subject is in third person.

e.g.

sīta khana khayi? Will Sita eat?
həN, khayi. Yes, she will eat.

The verb "lēgna" is special in the sense that it has two meanings. "To begin" and "to attach it-self to". We are using the second interpretation here.

e.g.

sīta ke pyas ləga həi. Sita is thirsty.
ram ke bhuk ləga həi. Ram is hungry.

Instead of using the terminal -ta in sentences with subjects in the third person, -e is very often used.

e.g.

u ka kere hai?

What is that person doing?

lila ke likhe hai?

What is Lila writing?

sambhu ka khaye hai?

What is Sambhu eating?

The verb roots ending in consonants should have -e added to them, while the verb roots ending in the vowel sounds of -a, -e, -i and -o should have -ye added to them.

Drills:

1. Substitution

Instructor: paisa

Class: bahut paisa lege hai.

tex

pani

buk

bhara

kiraya

petrol

pyas

bhuk

thenda

geram

(Note: If hem has to be used as a subject in any of these sentences; then the inflected oblique form of hem which is hemme should be used. The same holds true for tum, the inflected oblique form of which is tumme. If the subject is in the third person then it should be followed by the postposition "ke" [objective] ise and use are the inflected oblique forms of i and u respectively).

2. Substitution

Instructor: kha Class: Rem khay

dekh

so

bol

sun

si

dho

le

la

3. Repetition

lila ebhi ayi

Lila will come now.

i ledki khana khayi

This girl will eat now.

plen des beje ayi

The plane will come at ten o'clock.

sambhu keb jayi?

When is Sambhu going?

LESSON 42

Goals: 1. Duplication of adverbs.

Dialogue: suwa jaye me kitna dèrī. How long does it take to go
 lage hai? to Suva?
 car sadhe car ghēnta. Four and four half hours.
 bēs kahan kahan ruki? What various places the bus
 stop at?
 nandī, singatoka, koro Nandi, Singatoka, Koro Levu
 lewu aur nawua ruki. and Navua.

Notes: The duplication of words is frequent in Hindustani. Duplication gives an idea of extension or distribution over time or space.

Adverbs are repeated to convey intensity. e.g.

Instead of saying "jeldī kam karo", people might say, "jeldī jeldī kam karo".

similar examples:

dhire dhire cālo
 thīk thīk bolo

Drills: 1. Repetition

tum kahan kahan gayā? What various places did you
 go to?
 genna ke khet kahan What various places are the
 kahan hai? cane fields at?

am ke per kahan kahan What various places are mang
hai? trees at?

jaldi jaldi bolo Speak fast.

dhire dhire motar calao Drive the car slowly.

LESSON 43

- Goals:
1. Conditional sentences.
 2. Use of the special verb "cahna".

Dialogue: eger hem eccha bhojan . If I want to eat good food,
khana

cahta hai to ham kahan . Where should I go?
jayi?

tum bombe loj jao babu, You go to the Bombay Lodge
sir,

huan ke khana eccha hai. the food there is good.

Notes: The verb "cahna" (to wish, to desire) may take
an uninflected singular infinitive as a direct object.
e.g.

ham jana cahta hai. I wish to go.

tum ka karna cahta hai? What would you like
to do?

Drills: Repetition

eger sambhu ayi to ham We will go if Sambhu comes.
log jayega.

eger lila ayi to us ke Detain Lila if she comes.
nokna

eger tum cahta hai to You too can come if you
tum bhi ay sako hai. want to.

eger panī ayī to hēm We will stay home if it
log ghare rehega. rains.

Substitution

Instructor: maket jana Class: hēm maket jana

filam dekhna chahta hei.

hotel jana

regbi khelna

keri khana

kam kerna

buk pedhna

i ped meN bahūt phēl This tree has a lot of fruit
lēga hēi. on it.

i ped meN thoda phul This tree has few flowers.
lēge hēi.

Without a postposition:

i sadī hēme eccha lēge I like this sari.
hēi.

eisen bat kherab lēge This kind of a thing looks
hēi. bad.

LESSON 44

- Goals:**
1. Duplication of interrogative pronoun "kon".
 2. Transforming intransitive verbs into transitive verbs.

Dialogue:

<p>ej kon kon bhojēn bēna hēi? hemme bēhūt bhūk lēga hēi. ej murgī ke gos, alū ke tērkerī, dal, rotī aur bhat pēka hēi.</p>	<p>What all foods have been cooked today? I am very hungry. Chicken, potatoes, lentils, roti and rice have been cooked today.</p>
---	---

Notes: The interrogative pronoun "kon" is repeated to convey an idea of extension and distribution.

e.g.

kon kon ayege?	What various people will come?
kon kon bola?	What various persons spoke?

Some verbs have an intransitive form, which may be a passive or a kind of a middle form indicating that something occurs of itself, and a transitive form. The usual characteristic of the transitive of such verbs is medial -a.

e.g.

Intransitive

bēna

Transitive

benana

rukna

rokna

pəkna

pəkana

nikəlna

nikalna

Some verbs have an irregular formation.

e.g.

chutna

chodna

dhulna

dhona

phetna

phadna

tutna

todna

phutna

phodna

Drills:

1. Repetition.

aj ka bəna hēi?

What has been made today?

kāi eccha bhojən pəka
rəhā.

Good food had been cooked
yesterday.

sosā phut गया

Saucer broke.

sadi phet गया

Sari tore.

2. Repetition.

kon kon bhojən

What various foods

kon kon log

What different people

kon kon kapda

What different kinds of cloth

kon kon janwer

What different animals.

3. Repetition

The special verb "lēgna" may be preceded by

a postposition:

həmar ghar meN rəng

My house is being painted.

lēge hēi.

LESSON 49

- Goals:**
1. Dative "ke.khatin".
 2. Interrogative "why".

Dialogue:

həmar khatin murgi, ke gos tərkarī aur rotī lao aur həmar dost ke khatin gos nahī lana. kaNheN? kahis kī i sadhu hai.	Bring some chicken, vegetable and roti for me, and don't bring any meat for my friend. Why? Because he is a vegetarian.
--	--

Notes: The postposition "ke khatin" means "for". "ke liye", and "ke vāste" have the same meaning.

Drills:

Repetition həmar khatin ek buk lana us ke khatin həm sadi laya həmar friend ke khatin khana lao həm tumar khatin rukega	Bring a book for me. I brought a sari for her. Bring some food for my friend. I will wait for you.
--	--

2. Substitution

Instructor: bol

Class: tum kaNheN bola?

a

ja

ga

ruk

dekh

la

pi

3. Repetition

tum i kaNheN vaste

What did you buy this for?

kherida

site kaNheN veste nehi

Why did not Sita come?

ayis?

kaNheN vaste bes hiyaN

Why did the bus stop here?

rukis?

4. Repetition

kahis ki kel chutti

Because tomorrow is a holiday.

hei

kahis ki hem log gos

Because we do not eat meat.

nehi kheti

kahis ki tum ebhi chota

Because you are young yet.

hei

kahis ki bes ke tayer

Because the tire on the bus

penkcer hoy gaya.

has a puncture.

Lesson 46

Goals:

1. Use of special verb "pēsēnd ana" --- "to be liked".
2. Adverb "phir" --- "again".

Dialogue:

tumme khēnē pēsēnd aya babū? Did you like the food sir?

hēN, pēr, khāna thoda tita reha!

Yes, but the food was a little hot.

kitna pēisa bhēy?

How much was it?

nēo siling, hēmar hotel

Nine shillings, come again to my hotel.

mēN phir ana.

Notes:

"pēsēnd ana" is a special intransitive verb that agrees with the gender of the object.

hemme u lēdkī pēsēnd ayis I liked that girl.

The subject should be in inflected oblique form. If a proper noun is used as subject it should be followed by the postposition "ke".

e.g.

sarīa ke u sadi pēsēnd aya

Sarla liked that sari.

Drills:

1. Substitution

Instructor: mithai

Class: hemme mithai
pesend aya.

buk-

kepda

gana

geNw

gher

bag

2. Repetition

hem tumme phir bolta hai I am telling you again

hem u filem phir dekha I saw that movie again.

hem phir emrika jayega I will go to America
again.

tum kei phir ana Come again tomorrow.

Lesson 47

Goals:

1. Principal verb + cukna conjuncts.
2. Expressing purpose.

Dialogue:

tum khana khay cuka babu? Have you eaten sir?
heN, k^oNheN? Yes, why?
celo hemar khet dekhe Come to see my field.

Notes:

Verb + cukna is another conjunct that is used frequently. It conveys an idea of finality.

Drills:

1. Repetition

tum kam ker cuka?	Have you finished working?
tum khana khay cuka?	Have you finished eating?
tum form bher cuka?	Have you finished filling the form?
tum peper pedh cuka?	Have you finished reading the paper?
tum i sakis dekhe cuka?	Have you seen this movie?
tum aji lagay cuka?	Have you applied?

2. Repetition

kel hemar ghore khana khaye
ana. Come to eat (and eat)
 at my place tomorrow.

həm səkis dekhe jata hai

I am going to see a
movie.

u kriket khele jata hai

He is going to play
cricket.

kai həm log jhinga pekde
jayega.

We are going to catch
prawns tomorrow.

Lesson 48

Goals: 1. Suffix "wala" -- on nouns only.

Dialogue: ka + se tumar khet hei? Are these all your fields?
 nehi, khali gennawala khet No, only the one with
 hemar hei. sugar cane in it is mine.

Notes: Suffix "wala" is added to verbs to form adjectives.
 It is added to nouns to form descriptive adjectives.

Drills: 1. hem se friend ke belaya I invited all the friends.
 se log ghare gaya All the people (everybody)
 went home.

se buk lao Bring all the books.
 se phel kharab hoy gaya All the fruits spoiled.

2. Repetition

u dadhiwala admI hemar That man with a beard is
 bheiyya hei my brother.

u kotwala admI ledken ke That man with a coat is
 masterI hei the childrens' teacher.

jutawala dukan kehene hei? Where is the shoe shop?

sayawali larki hemar behini That girl with the dress
 hei is my sister.

3. Substitution

Instructor: juta

Class: jutawala dukan
dur hei.

sadi

gos

kepda

buk.

Lesson 49

Goals:

1. Reflexive pronoun "apən".
2. Adjective "every".

Dialogue:

tum apən khet meN kon kon

What different things

cij bota hei?

do you sow in your field?

hem her sal sirf genna

bota hei

I sow (plant) only

sugar cane.

Notes:

If the possessive adjective is identical with the main subject of the sentence, then the reflexive pronoun is used.

e.g.

hem apən bhaiyya ke layega

hem apən buk neht dege

u apen beg khola.

Drills:

1. Repetition

hem apen pitaji se puchega.

I will ask my father.

apen ghare jao

Go to your home.

u apen moter layis

He brought his car.

I apen khet meN kam kere hei

He is working in his

field.

hem apen kapda dhota hei

I am washing my clothes.

2. Repetition

hem her sal suwa jata hei

I master ji her hefta ekjem

deta hei

hemar meN roj gher saf kert i

hei

I go to Suva every year.

This teacher gives an
examination (test) every
week.

My mother cleans the house
every day.

Lesson 50

Goals: Optative sentences using "ki".
Suffix "bher".

Dialogue: tumme koi madad kare hai ki
nahi? Does any body help you
or not?

haN, hamar sathe hamar
gherwalli din bher kare hai Yes, my wife works with
me all day.

Notes: The suffix "bher" added to a noun gives an idea
of fullness.

Drills: 1. tum ayega ki nahi? Are you going to come or
not?
tum kisi buk mangta ki nahi? Do you want this book or
not?
tum abhi khayega ki der me? Will you eat now or later?
tumme kisi ghar pasand aya ki Did you like this town or
nahi? not?

2. Repetition

ham rat bher padha
pet bher khana khao

I studied all night.

Eat a bellyfull (till your
belly is full)

Yeh larka din bher sota hai
gilas bher pani deo.

This boy sleeps all night.
Give a glassful of water.

3. Substitution

Instruction: hemar

Class: hemar sethe ao

is ke

master ji ke

us ke

ram ke

apen bheiyya ke

apen friend

Lesson 51.

Goals:

1. Passive voice.

2. "Duplication of interrogative pronoun "ka".

Dialogue:

fijī meN ka ka boyā jata hei? What various things are
sown in Fiji?

genna, dhan, dalo, kela, sugar cane, rice, dalo,
neriyel vegaira bananas, coconut etc.

Notes:

The passive voice is not so extensively used as
in English. It is formed by adding "jana" to the past
participle of a verb, and both verbs are subject to
the rules of gender.

e.g.

hiyeN eccha kam kera jata hei Good work is done here.

Drills:

1. Repetition

tum hamar khatin ka ka laya? What all did you bring
for me?

tum shehar meN ka ka kherida? What all did you buy at the
city?

master ji aj ka ka kam diya? What work has the teacher
given today?

tum chutti meN ka ka kera? What all did you do during
the holidays?

2. Repetition

† kəmra meN khana pekaya
jata hei.

Food is cooked in this
room.

† cij emrika meN nehi khaya
jata hei.

This thing is not eaten
in America.

hiyeN eccha gos-beca jata
hei

Good meat is sold here.

hiyeN seb cij behut mehenga
beca jata hei

Everything is sold very
high here.

Lesson 52

- Goals:**
1. Idiomatic use of "ekko".
 2. "is liye" -- "for this reason", "so", "because".

Dialogue:

hiyeN kon kon cij benaya jata What different things
hei? are made here?
hiyeN ekko karkhana nehi, There is not even one
is liye seb cij baher se factory here, so every-
laya jata hei. thing has to be brought
in from outside.

Notes: "ekko" is equivalent to "even one".

e.g.

tumar lage ekko pensil Do you have even one
hei? pencil?

Drills:

1. Repetition

tum ekko dafa suva gaya? Have you been to Suva
even once?

hiyeN ekko sakis gher There is not even one
nehi movie house here?

i per meN ekko phel nehi There is not even one
fruit on this tree.

hemar lage ekko buk nehi I do not have even one
book.

2. Repetition

həm bimar reha is liye kēl

nehī-aya

is liye/tum kēl met ana

həm tumme is liye

bulaya --

həm I citthi is liye likha --

I did not come yesterday.

because I was sick.

So you don't come

tomorrow.

I called you for this

reason---

I wrote for this reason --

this letter

LESSON 53

Goals: 1. 'Intentional future.'

Dialogue: tumar lege koi janwar Do you have any animals?
 hai?

abhi nahī per ham kuch Not now, but I am going to
beil kharidewala hai. buy some bulls.

Notes: Suffix "wala" on the oblique form of a verb root indicates intention.

Drills: 1. Repetition

ham keli sheher jayewala I am going to go to town
tomorrow.

egle hefta hëmar	My brother is going to come
bhëiyya emrika se	from America next week.

hem apen friend. ke . I am going to write a letter
 citthi likhewala hai. to my friend.

LESSON 54

- Goals:
1. Probability.
 2. "aur koi" -- "any other".

Dialogue: tum aur koi janwar nehā Aren't you going to keep
palega? any other animals?
saif kuch murgī layega I might bring some chickens
enda ke liye. for eggs.

Notes: "saif" indicates probability. It means "may",
"might", "probably", etc. "aur koi" means "any
other" or "anybody else" or "any more".

- Drills:
1. Repetition
tum aur koi nahī aya? Didn't anybody else come?
tum aur koi film dekha? Did you see any more movies?
tum aur koi desh dekha? Did you see any other countries?
tum aur koi log ke belaya? Did you invite any more people?
 2. Repetition
ej hām saif film dekhe I might go for a movie
jayega today.
saif kei tūfan ayī There might be a storm
tomorrow.

y sait bimar hai

That person is probably sick.

ram sait aj sañha ke

Ram will probably come

ayī

this evening.

LESSON 55

Goals: 1. Duplication of adverb "kəbhī"..

Dialogue: hiyaN panI kəb bəreŋsta . When does it rain here?
həi?

barish ke mosam meN to It rains a lot during the
 behut beresta hai, per rainy season, but sometimes
 kabhi kabhi thend it also rains during winter
 aur garmi ke mosam and summer.
 meN bhi beresta hai.

Notes: When the adverb "kebhi" is duplicated, the meaning changes from "ever" to "sometimes".

Drills: 1. Repetition

hiyaN kəbhī kəbhī bəhūt. Sometimes, it rains a lot
panī berəsta hai. here.

həm kəbhī kəbhī ghōda I go horse riding some-
daudaye jata hēi times.

hriyaN kəbhī kəbhī bəhūt Really good movies come
 əccha sakis ata hai here sometimes.

i admī. kəbhī kəbhī This man gives bad meat
kherab gos deta hai sometimes.

LESSON 56

Goals: 1. Comparative and superlative degrees.

Dialogue: fiji meN seb se jada Where does it rain the most
pani kahaN beresta in Fiji?
hai?

rewa jilha meN. In Rewa district.

Notes: There is no special form of superlative or comparative. When two objects are compared, that one with which the comparison is drawn has the postposition "se" on it. The adjective confirms to the rule of the adjective.

e.g.

i larka se i larka This boy is taller than
lamba hai. this boy.

i larkī se u larkī This girl is fatter than
motī hai. that girl.

To express the superlative degree a universal comparison is made by using "seb" -- "all", with the postposition "se".

e.g.

i larka seb se This boy is the smartest
husyar hai. of all.

hindustani khana Indian food is the hottest
seb se tita hai. of all.

Sometimes, when the thing referred to is not known to the speaker, the superlative is expressed by repeating the adjective and inserting the postposition "se" in between.

e.g.

accha se accha

Bring the best material...

ke^{da} lana.

Drills:

1. Repetition

i pensil se u pensil

That pencil is longer than

lemba hei

this pencil.

i gher se u gher uNca

That house is taller than

hei

this house.

hemar buk se tumar buk

Your book is better than

accha^h hei

mine.

suwa le^uto^{ka} se be^{da}

Suva is bigger than Lautoka

hei

2. Repetition

S^{eb} se uNca pehar kahaN

Where is the highest moun-

hei?

tain of all?

u admī s^{eb} se mo^{ta} hei

That man is the fattest

of all.

i am s^{eb} se mītha hei

This mango is the sweetest

of all.

huaN ka ne^{ri}ye s^{eb} se

The coconuts from that place

be^{da} hei

are sweetest of all.

3. Repetition

bēgīca meN sunder se

sunder phul hai

tumar lege jēstī se

jēstī kēpda hai

i-per meN bēda se

bēda phēl lege hai

There are the most beautiful
flowers in the garden.You have the most clothes
of all.This tree bears the biggest
fruit of all.

4. Substitution

Instructor: sunder

motī

ecchī

husyar

lejī

Class: I larkī sēb se
sunder hai

LESSON 57

- Goals:
1. Adverb "bar bar" -- repeatedly, again and again, often.
 2. Noun + hona conjuncts.

Dialogue: hiyaN bar bar tufan Do you have storms often?
 ata hai?
 nahī, pēr pichle sal No, but last year a big
 bēda tufan aya aur storm came and caused
 admī log ke bēhut a lot of damage.
 niksar bhēy.

Notes: Some nouns combine with auxiliary "hona" to form intransitive verbs that have a sort of a passive or a middle form that indicates that the action takes place of itself. The object of these verbs should be followed by the postposition "ke".
 e.g.

us ke ghay bhēy He has a sore.

Drills: 1. Repetition

tum bar bar kaNhen Why do you come again
 ata hai? and again?

həm bar bar shehar I go to Suva often.
 jata hai

u lərka bār bār feil . That boy fails again and
hota hai again.

u bār bār hotel jata . That person goes to a
hai hotel often.

2. Repetition

us ke behut fayda . He made a lot of profit.

bhey

hamar khet meN i sal . My field produced a lot
behut dhan bhey of rice this year.

i lərka ke ghav bhey . This boy has a sore.

agī se us ke ghar ke . His house was damaged a
behut niksan bhey lot to fire.

LESSON 58

Goals: 1. Duplication of indefinite pronoun "koi".

Dialogue: ka amrika meN berēf Does it snow in America?

gire hai?

haN, koi koi jegha

Yes, it snows in some

gire hai.

places.

Notes: When duplicated "koi" means "some".

e.g.

koi koi log

Some people do not speak

angrezi nehi

English.

bole hai

Drills: 1. Repetition

koi koi log gos nehi

Some people do not eat

khata hai

meat.

koi koi kisan sirf

Some farmers plant only

genna bota hai

sugarcane.

koi koi paltu janwar

Some animals are tame.

hai

koi koi larka pedhe

Some boys go to Australia

ke liye estreliya

to learn (to go to school).

jata hai

LESSON 59

Goals: 1. Adverb "tek".

Dialogue: əmrika mən kəb bəref

When does it snow in

gire hei?

America?

disəmbər se mac epəril

From December till

tek.

March-April.

Notes:

"tek" really means "till" or "until". It is used like a postposition.

e.g.

hiyaN se huaN tek

from here till there

neo.bəje tek

till nine o'clock

Drills:

1. Repetition

hiyaN se huaN tek kitna

How many miles from here

mīl hei?

to there?

nendī se leutoka tek

There is good road from

əccha serek hei

Nandi to Lautoka.

həm thənd ke mosəm

I will stay here till

tek hiyaN rəhega

winter.

həm səbərə se sənha

I work from morning till

tek kam kerta hei

night.

LESSON 60

Goals: 1. Relative pronoun "jo".

Dialogue: jo admī ebhī gana gay Who is the man that sang now?
 reha u kon hai? or
 Who is he that sang now?
 peta nahī, ram se I do not know, ask Ram.
 pūcho.

Notes: A clause introduced by a relative particle and followed by another introduced by a correlative is a frequent mode of construction. The correlative "so" has been almost entirely replaced by the demonstrative "u".

Verb "pūch" is one of the special verbs that require the postposition "se" on their object.

Drills: 1. Repetition

kāl jo admī ay reha Who is that man that
 u kon hai? came yesterday?
 hiyaN jo larkī baithī The girl that was sitting
 rehī u bahut ecchī here is very nice.
 hai.
 tum kāl jo gos khay The meat you ate yesterday
 reha u lemb reha was lamb.

həm jo plən se əmrika
gəya u bəhūt bəda
rəha

The plane by which I went
to America was very big.

tum jo cīj ordər kera
u keb ayī?

When are the things you
ordered coming?

2. Repetition

səb log se betay dena

Tell everybody (all the
people).

pitajī se pūchke ana

Come after you have asked
your father.

u həmsə nəhī bolta
həi

He does not talk to me.

us se pūch leo

Ask that person.

is admī se phəl

Buy fruits from this man.

kherīdo

LESSON 61

Goals:

1. Suffix "wala" on verbs.
2. Suffix "wala" on adverbs.

Dialogue: hiyaN koi angrejī

Is there a speaker of

bolewala hai?

English here?

huan begelwala dukan

There is a man next

men-ek admī hai, u

door. He speaks it.

Bolta hai.

Notes:

Suffix "wala" is used to form adjectives.

Added to oblique form of the verbal root it indicates the doer of the action.

e.g.

khetī karewala

people who do farming /

log

It is added to adverbs to form adjectives:

nagiccewala gaon

the town near by

Drills:

1. Repetition

u nacewala kon hai?

Who is that dancer?

ī hindustanī bolewala

Who is this speaker of

kon hai?

Hindustani?

hiyaN koi gos becewala

Is there anybody who

hai?

sells meat here?

hiyaN gos khayewala

Isn't there anybody who

koi nahī?

eats meat here?

2. Substitution

Instructor: nīce

Class: nīcewala dukan

eccha hēi

ūper

negicce

begel

pedaus

pīche

LESSON 62

- Goals:
1. "se" indicating manner.
 2. Adverb "uper" -- "on", "on the top of", "over", "above".

Dialogue: sīta jor se kaNhen Why is Sarla shouting
 cillaye hai? loudly?
 us ke buk ke uper There is a lizard on
 bistuiya hai. her book.

Notes: Suffix "se" on adverbs, and certain nouns indicate manner.

e.g.

ecchā se nicely

"uper" is really a postposition. Sometimes the locative "per" is synonymous with it. "pef" is often distorted so it sounds like "pe".

Drills: 1. Repetition

hēmar chet ke uper	There is a monkey on my
ek bēnder hai	roof.
tebil ke uper dher	There are a lot of books
buk hai	on the table.
per ke uper nehi cedho	Do not climb on the tree.
sofa ke uper god mat	Do not put your feet on
rekho	the sofa.

buk tebil ke upar hei

The book is on the table.

2. Repetition

kursi per beitho

Sit on the chair.

ham log jemin per sota
hei

We sleep on the floor.

hemaṛ khana tebil per
rekho

Keep my food on the table.

bord per mat likho

Do not write on the board.

3. Repetition.

jor se mat bolo

Do not talk loudly.

u behut dhire se bole
hei

That person speaks very
softly.

i kam accha se karo

Do this work in a nice way.

thik se likho

Write properly.

u larka behut jor se
daude hei

That boy runs very fast.

LESSON 63

Goals: 1. Duplication of adjectives.

Dialogue: u myuziyəm ke bhītar What is inside that museum?
 ka hai?
 bēhut purana purana There are very old things
 cīj hai. in it.

Notes: Duplication of adjectives conveys intensity.
Sometimes the duplication may be done by using a
synonym of the adjective.

Drills: 1. Repetition

nēva nēva kēpda

Very nice clothes.

ēccha eccha cīj

Very nice things.

bēda bēda bīlding

Really big buildings.

mītha mītha phēl

Very sweet fruit.

kherab kherab kam

Very bad deeds.

sunder sunder phul

Very beautiful flowers.

2. Repetition

saf suthra gher

Very clean house.

mēlla kucela kēpda

Very dirty clothes.

hēra bhēra khet

Very green field.

sēra gēla phēl

Really rotten fruit.

LESSON 64

Goals: 1. Optative "nehī to" -- or, else, otherwise, lest.

Dialogue: jeldī jeldī celo nehī Walk fast otherwise we
to derī hoy jāī. will be late.
tum jō hām bad mēn You go, I will come
ayega. later.

Notes: Postposition "bad" is equivalent to "after".
When "mēn" is added to it, it is used as "later".

Drills: 1. Substitution

Instructor: derī Class: jeldī kero nehī
to derī hoy jāī

sakis shuru

dukan bēd

ramain beitha

khana khetem

2. Repetition

apen buk pedho nehī Read your book otherwise
to master jī dāntega the teacher will scold.

stedī kero nehī to tum Study or you will fail.
feil ho jayega

khūb khalo nehī to tum Play a lot or you will get
mota ho jayega fat.

bat mat kero nahī to
master jī gussa hoy
jaī

Do not talk or the teacher
will get angry.

3. Repetition

abhi nahī bad meN ana
hem khana khay ke bad
meN ayega
ram bad meN ayewala
hei

Not now, come later.

I will come after I have
eaten.

Ram is going to come later.

hem aj bad meN khana
khayega

I will eat later today.

LESSON 65

Goals:

1. Relative "jəb" and correlative "təb".
2. Verb + pədna conjuncts.

Dialogue: jeb master ji gussa What did Sita do when
 bhey teb sita ka the teacher got angry.
 keris?
 u roy pedl. She burst out crying.

Notes: Verb + p dna conjuncts are not as often used as some of the other conjuncts. "pedna" gives an idea of suddenness.

Drills: 1. Repetition

jeb hem aya teb hiyaN When I came there was
koi nehI reha nobody here at that time.

jeb u emrika गया teb When that person went to
erodrom per behut America, a lot of people
log ay reha came to the airport.

jeb hem maket jayega When I go to the market,
teb tumme sathe leye I will take you with me.
jayega

jeb badel ghirta hei It rains when the clouds
teb panI ata hei gather.

2. Repetition

məjak sunkər ram haNs	Ram laughed when he heard
pəda	the joke.
həm kəl gir pəda	I fell down yesterday.
bəs chut pəda	The bus started.
phir u auret cillay	Then the woman burst out
pədis	shouting.
həm huan se cəl pəda	I walked out of that place.

LESSON 66

Goals: 1. Verb + pana conjuncts.

Dialogue: tum kēl apen friend

se milē?

hem nehī mil paya

kahis kī u bimar

reha.

Did you see your friend

yesterday?

I could not see him because

he was sick. (I didn't

get to see him.)

Notes:

"pana" added to a verb conveys ability. "pana" means "to get".

Drills:

1. Repetition

hem u sakis nehī

dekh paya

I could not see that

movie.

hem kēl rat nehī soy

paya

I did not get to sleep

last night.

hem per per nehī cēdh

paya

I did not get to climb on

the tree.

ram i kam nehī kē

payega

Ram will not be able to

do this job.

hem tīn mehīna se

fijī ke akhbar nehī

peḍh paya

I have not been able to

read the Fiji newspaper

since three months.

LESSON 67

Goals: 1. Another way of using infinitives.

Dialogue: tum jhūt kaNheN bola? Why did you tell a lie?
kəb? When?
kəl, jhūt bolna kherab Yesterday, lying is a
bat hai. bad thing.

Notes: The infinitive may take a direct object as above. The infinitive is uninflected in these constructions.

Drills: 1. Repetition

corī kerna pap hai	Stealing is a sin.
bəhut sakis dekhna	It is a bad thing to see
kherab bat hai	a lot of movies.
apən pita jī ke mōdōd	It is good to help one's
kerna eccha bat hai	father.
<u>jhūt</u> bolna pap hai	Lying is a sin.
buddha log ke ijjet	It is good to respect old
kerna eccha bat hai	people.

LESSON 68

Goals: 1. Still another use of infinitive.

Dialogue: hem sūwa jāī? Can I go to Suva?
tumme jāna hei to jāo. Go if you want to.

Notes: Infinitive can also be used to express intention or necessity. It should be preceded by the oblique form of the pronoun, or if a noun is used as subject it should be followed by the postposition "ke".

Drills: 1. Repetition

hem kēl nehī ayega I will not come tomorrow
kehīs kī hemme sheher as I have to go to town.

jāna hei

hemme ebhī kēn kēna I have to do some work now,
hei tum derī mēn come later.

ana

hem log ke ekjam ke We have to study for the
liye pedhna hei examination.

use khana khaye ke That person has to go to
liye jāna hei eat.

2. Substitution

Instructor: likh Class: tumme likhna hei
to likho

bol
nac
kherid
de
ruk
a
bula
so

LESSON 69

Goals: 1. Idiomatic use of "peked lena".

Dialogue: tum itna din kahaN
reha?

Where were you all these
days?

hemme jukam peked
11is.

I have caught a cold.

Notes:

"peked lena" is a transitive verb meaning
"to catch". In Hindustani the person does not
catch a disease, it is the disease that catches
a person.

Another way of saying "I have influenza" is:
"hemme influenja hoy gey". Literally translated:
"Influenza has happened to me".

Drills: 1. Substitution.

Instructor: jukam

Class: ~~hemme~~ jukam peked

11is

bimari

tifoid

meleriya

influenja

2. Substitution

Instructor: u

Class: us ke influenja

hoy gey

həm
krisna
usha
asha
shenkər
tum

LESSON 70

Goals:

1. Duplication of participles.
2. Verb + *legna* conjuncts.

Dialogue: tum kam karte karte Why did you stop while
 kaNheN ruk gaya? working?
 hamar pet piray lega. My stomach started aching.

Notes: Participles are duplicated to convey an idea of distribution over time. The participles should be in oblique.

"legna" is an intransitive verb meaning "to attach itself to" and "to begin". With the later there is no difficulty in construction.

e.g.

u kam kørne læga 'He started to' work.

When combined with another verb it forms a conjunct that gives an idea of commencement (as above).

Drills: 1. Repetition

shenker pedhte pedhte Shankar fell asleep while
soy gey reading.

u rote rote haNs dīs That person laughed out
while crying.

həm kam kəṛte kəṛte I am tired working.

ṭhək gəya

u cəlṭe cəlṭe rṭuk gəya He stopped while walking.

u lərkī gate gate That girl sings while
pəkatī hei cooking.

2. Substitution

Instructor: haNs

Class: jitendṛə haNse

lega

kha

ga

nac

bol

cəl

LESSON 71

Goals:

1. Indirect speech.
2. Adverb "kəNhr".

Dialogue: tum dokter ke lge
gaya ki nahī?
gaya rēha, u bolis ki
keNhi nahī jana.

Did you go to the doctor,
or not?
I had gone, he said not to
go anywhere.

Notes: There is not too much difference in direct and indirect speech in Hindustani. When converting direct speech into the indirect form, the comma and the inverted commas are removed and article "ki" (that) inserted.

e.g.

u bola, "hem jata hei"

u bola ki ham jata hai.

Drills: 1. Substitution

Instructor: ghere jao. Class: u bolis ki ghere
jao.

nərəm khana^hkhao

i dāvai pio

dakter sui legais ,

hai

ghere jayke soy jao

golī khaō.

2. Repetition

həm bəhūt dīn se kəNhī I have not gone anywhere
nəhī gəya since a long time.

tum kəl kəNhī mət jāna Do not go anywhere tomorrow.

u kəNhi nəhī jatī hai She does not go anywhere.

u admī apen lədken ke That man does not send his
kəNhī nəhī bheje hai. children anywhere.

LESSON 72

- Goals:
1. Interrogative pronoun "kis".
 2. Postposition "bare meN".

Dialogue: tum kis ke bare meN bat karta hai? Whom are you talking about?

rajendra. koi moter se Rajendra. He got hit by a
us ke dhakka lag gay. car yesterday.

Notes: The pronoun "kis" always has one of the following postpositions on it.

When it has "ke" following it, it either means "whose" or "whom".

e.g.

i jūta kis ke hai? Whose shoes are these?

tum kis ke bulaya? Whom have you invited?

With the postposition "se" on it, the meaning changes to "to whom" or "whom".

e.g.

tum kis se pūcha? Whom did you ask?

When it is followed by "liye" it is equivalent to "why", or "for what reason".

e.g.

tum koi kis liye Why did you not come
nahi aya? yesterday?

"bare meN" is equivalent to "in connection with" or "about".

Drills: 1. Substitution

Instructor: genna

Class: .hem me genna ke

emrika

bare meN kuch

i admī

betao.

khetī

fījī

2. Repetition

u bare gher kis ke hei? Who does that big house
belong to?

tum kēl kis ke sikhaya? Whom did you teach yesterday?

i chata kis ke hei? Whose umbrella is this?

tum kēl kis ke apen gherē laya reha? Whom did you bring to your
house yesterday?

3. Substitution

Instructor: pūch

Class: tum kis se pūchke

bol

aya reha?

bēta

keh

4. Repetition

tum eisen kam kis liye? What did you do a thing
kera? like this for?

tum jūta kis liye nehī? Why do not wear shoes?

pehao hei?

tum kis liye itna udaś? What are you so sad for?

hei?

LESSON 73

Goals: 1. Duplication by means of a rhyming word.

Dialogue: rejendra ke cot wot to Did Rajandra get hurt?

nehī lega?

i remesh bole hei ki us Ramesh here says that he

ke god tūt gey.

broke a leg.

Notes: Duplication is also done by adding a rhyming jingling word without meaning. The word is formed by substituting "w" for the initial letter of the noun.

This sort of duplication is fairly common with nouns and is used in a comparatively less degree with adjectives, verbs, adverbs and conjunctive participles.

Drills: 1. Repetition

hath wath dhoy leo

Wash your hands.

i admī kuch kam wam

This man does not do any

nehī kere hei

work.

jūta wūta utarke gher

Take your shoes off before

mel ao.

coming into the house.

god wod dhoy ke ender

Wash your feet before

ao.

coming in.

2. Repetition

kherab werab gos met

Do not give bad meat.

dena

thenda wenda panī laye

Bring cold water.

ao.

kuch¹ gerem werem ca

Don't you have any hot tea?

nehī hei?

3. Repetition

tumar kedken pedhe

Your children do not study.

wedhe nehī hei

rāt meN behut ghumo

Don't walk around at night.

wumo nehī

us ke khatin rukna

Don't wait for that person.

wukna nehī

hueN jayke rona wona

Don't cry after going there.

nehī.

LESSON 74

- Goals:
1. Verb + kerna conjuncts.
 2. Adverb "always".

Dialogue: i admī roj kēNheN dauda Why does this man run every
kēre hēi? day?

us ke dokter bolis ki His doctor said that he
tum hērdem sēbere aur should always run morning
sēnjha ke dauda kēro. and evening.

Notes: This conjunct of verb and kerna indicates a
habit or an every day happening. Here are a few
rules for formation of the principal verb.

Verb roots ending in consonants should have
-e added to them; and verb roots ending in the vowel
sounds of -a, -e, -i and x -o should have -ya added
to them.

e.g.

i lēdkā bēhut This boy studies a lot.

pēdha kēre hēi

itna imlī nēhī Don't eat so much tanarind.

khaya kero

i admī hēmar ghēre This man gives (brings)

dudh diya kēre milk to our place.

hēi

i admī bēhut piya This man drinks a lot.

kēre hēi.

din bher mat soya Don't sleep all day.

kero.

To change the tense into past tense past habitual construction should be used.

e.g.

i admī-pehle behut piya keret raha.

Drills: 1. Substitution

Instructor: led -

Class: i aurf herdem

so

leda kere hai.

ro

peka

heNs

2. Repetition

roj skul jaya kero

Be going to school every day.

herdem sac bola kero

Be telling the truth always.

socsemejke bola kero

Be thinking and then speak-

ing.

behut daru nehī piya

Do not drink too much.

kero.

LESSON. 75

Goals: 1. Special verb "mangna".

2. Special verb "đena".

Dialogue: remeh sakis jaye mange Rame'sh wants to go for a
 hei. movie.

to uske jaye deo. , Then let him go.

Notes: "mangna" is a special verb like "cahna", almost identical in \bar{x} meaning. The verb "mangna" takes a verb as its direct object, which may be in oblique infinitive form or in the following form. The latter form is used more often.

The verb roots ending in consonants have -e added to them and the verb roots ending in vowels have -ye added to them. Except for -e, in which case -iye should be added.

e.g.

hem eccha gana) I want to hear a good song.

sune mangit hei.

i apen friend ke He wants to bring his friend

ghere jaye mange home.

həi.

tum dafu piye Do you want to drink?

mango?.

"dena" is also a special verb meaning "to give" or "to let". When it takes as its indirect object.

75-2

həmme soye deo ; Let me sleep.

The direct object should be in inflected form.

1. Substitution

ghere jaye . mangit hai.

ca piye

'soye

Transform the sentences in drill 1 by substituting "tum", x and "u" in place of "hem" and changing the verb form to suit.

Instructor: bol Class: use bole deo.

mar

159

-**kha**

bəiθ

kam kər

("jaye deo" is idiomatically used as "Let it be"
or "Don't bother about it").

LESSON 76

Goals: 1. Verb + rehna conjuncts.

Dialogue:	tum lal rang ke moter	What did your father say
	kherida to tumar	when you bought a red
	pitaaji ka bodis?	colored car?
	u dui ghenta tek	He kept scolding me for
	bigedta reha.	two hours.

Notes:

The verb "rehna" means "to remain" or "to stay". A sense of continuity is expressed by the combination of perfect tense of "rehna" and the present participle of the main verb.

e.g.

hem log kam karta . We kept working.
reha.

Drills: 1. Substitution

Instructor: 50

Class: kel hēm din bher.
sota reha.

kha

bat kær

pedh

həNs

ro

poka

kam kər

2. Repetition

səmundər nīlə rəng ke

The ocean is blue colored.

hai

kuch phul lal rəng ke

Some flowers, are red colored.

hai

həmar kəpda ujər hai

My clothes are white.

us ke chata kəriya hai

His umbrella is black.

həm həriyar rəng ke

I bought a green sari.

sadī khərīda.

həmme bəijənī rəng

I don't like purple color.

pəsənd nēhī

orenj rəng ke kəpda lao

Bring orange colored cloth.

LESSON 77

Goals: 1. Relative "jैसे" and correlative "वैसे".

Dialogue: tumhe skūl ke rasta Do you know the way to
peta hai? school?

nahī.

No.

to phir hām jaise

Then go as I tell you to.

betata waise jao.

Notes: The pronominal adjectives "jaisā" and "vaisā" are used in their inflected forms as adverbs. They are very rarely used in their uninflected forms in Fiji.

Drills: 1. Repetition

jaise betā waise karo Do as told.

jaise sikhaya waise Tell as you were taught.

bolna.

jaise dekha waise betao Tell as you saw.

jaise aya waise jao Go as you came:

LESSON 78

Goals: 1.. Another way of using special verb "cahna".

Dialogue: tumme itna sakis nehī You should not see so many
dekhak cahī. movies.

kenhen? Why?

tumar ankhī kherab hoy Your eyes will get bad
jaī.

Notes: "cahī", "it is necessary", "one ought to", is an impersonal form derived from "cahna". It is used with verbs more frequently than with nouns. It can be used as singular or plural and in any tense. The interpretation depends on the context.

There is a special form of verb that goes with "cahī". Verb roots ending in -ə, -e, and -o have -ewek added to them; and verb roots ending in -i have -yek added to them.

e.g.

tumme i kam kerek You ought to do this work.

cahī

tumme kəl awek You have to come tomorrow.

cahī

hemme ram ke i buk I ought to give this book

dewek cahī to Ram.

use abhī sowek He ought to sleep now.

cahī

The subject, if it is a pronoun should be in inflected form and postposition "ke" should be added to the nouns.

Drills: 1. Substitution

Instructor: bol

Class: tumme bole kahī.

kha

ga

so

peḍh

pi

de

LESSON 19

Goals: 1. Special verb "pedna".

Dialogue: ham pedhe neh mangit. I don't want to study.
hei.

u to tumar kam hei, That is your duty, you
tumme pedhek-pedi. have to study.

Notes: "pedna" is another verb like "cahna". "pedi" is the impersonal form derived from it, that expresses necessity or compulsion.

The verb form for the verb used as the indirect object is identical with the verb form for "cahi".

Drills: 1. Repetition

tumme hamar pati meN.	You have to come for my
awek pedi.	party.
tumme hamar bat sunek	You have to listen to what
pedi	I say.
hemme moter becek pedi	I had to sell the car.
use keli dokter ke lege	He will have to go to the
jayek pedi	doctor tomorrow.
hemme keli dui mil celek	I had to walk two miles
pedi	yesterday.
usha ke bihan jeldi	Usha will have to come
awek pedi	early tomorrow.

LESSON 80

Goals: 1. Relative "jis" and correlative "us".

Dialogue: tum kēl jis ke ghērē What is the name of the
 gēya rēha us ke nam person ~~whose~~ house you
 ka hēi? visited yesterday?
 shēnkēr. — u nate me Shankar. He is distantly
 hēmar bhāi lēge hēi. related to me as brother.

Notes: "jis" and "us" are the inflected forms of "jo" and "u" respectively. Both of them always have a postposition on them.

In the Indian community, a boy cousin is regarded as "brother" and a girl cousin as "sister". But if the relation is distant, "nate meN" is used which signifies that the person is a distant relation.

Drills: 1. Repetition

jis kē cīj hēi us ke	Return the thing to the
lauta deo.	person it belongs to.
jis ke pichle hefta	Don't invite the person(s)
bulaya us ke phir	you invited last week.
mēt bulana.	
hēm jis doktēr ke lēge	Never go to the doctor I
gēya. rēha us ke lēge	went to.
kēbhī nēhī jana.	

i dukan jis admī ke
hēi us ke lēge bēhut
pēisa hēi.

The man who owns this shop
has a lot of money.

2. Substitution

Instructor: kaka

Class: u nate meN hēmar

bēhinf

kaka lēge hēi.

mama

phua

mausi

LESSON 81

Goals: 1. Two postpositions occurring together.

Dialogue:

u ebhi <u>per</u> <u>pe</u> se gir	Who is the person that just
<u>pe</u> da u kon hei?	fell off the tree?
sambhu ke <u>le</u> rka.	Sambhu's son. Of all of
sambhu ke sab <u>le</u> rken	(among all of) Sambhu's
meN se sirf i <u>le</u> rka	children this boy turned
behut badmaś nikla.	out to be very naughty.

Notes: The postpositions "per se" -- "off" and "meN se" -- "among" occur very frequently. These are almost the only times when two postpositions occur together.

Drills: 1. Repetition

per <u>pe</u> se am gir <u>pe</u> da	A mango fell off the tree.
chet <u>pe</u> se admi gir	A man fell off the roof.
<u>pe</u> da	
mejdur <u>si</u> dhi <u>per</u> se gir	The laborer fell off the
<u>pe</u> da	ladder.
<u>te</u> bil <u>per</u> se botel gir	Bottle fell off the table.
gay.	

2. Repetition

i sab neiryel meN se	Not one coconut is good
ekko eccha nehi nikle	among all of these.

i sãb khet meN se sirf Among all these fields

ek khet hãra bhãra hãi only one is green.

i sãb ped meN se sirf Among all of these trees

dui per meN phãl hãi. only two trees have
fruit on them.

sãb hotel meN se bombe Among all these hotels

loj accha hãi. Bombay lodge is the best.

LESSON 82

Goals:

1. Relative "jəhəN" and correlative "həN".
2. Another way of expressing "lots of".

Dialogue: hēwai kēisēn des hēi? What kind of a place is
Hawaii?

həwai meN jəhəN jao . There are lots flowers
huan phūlephūl həi. any place you go in
Hawaii.

Notes: The vowel "e" is inserted between nouns to convey an idea of abundance.

e.g.

phēlēphēl lots of fruits

Relative "jəhəN" and correlative "huanN" are used to convey either "any place" or "every place".

Drills: 1. Repetition

jəhəN bəhʊt pənī bərsə What grows best where there
həi huəN səb se əcchə rains a lot?

ka uge hēi?

jəhəN səmunder həi huan. Wherever there is an ocean,
məchlī bəhūt səstə bīkə fish is sold very cheap.
həi.

tum jəhaN se buk liya Put the book where you took
huan rəkho it from.

jəhən krisna rəhət rəha There is going to be a new
huan ek nəwa gher house where Krishna used
bənewala həi. to live.

2. Repetition

kəlwala patī mən There was lots of liquor
baruedaru rəha. in yesterday's party.

buca mən gosegos həi There is lots of meat in
the butcher shop.

maket mən apuleapul həi There are lots apples in
the market.

LESSON 83

Goals: 1. Duplication of cardinal numbers.

Dialogue: tum lərken ke kitna How much money did you
peisa diya? give to the children?
səb ke ek ek siling I gave a shilling each.
diya.

Notes: The cardinal is repeated to express either
the distributives:

e.g.

u log ke pas tin tin siling hai
or to express "at a time".

e.g.

ek ek admī ke andar bhejo

Drills: 1. Repetition

səb ke tēge tin tin buk Everybody has three books
hai each.

ham log ke pas ek ek We have got one umbrella
chata hai each.

səb ke car car ana deo Give everybody four annas.
each.

2. Substitution

Instructor: bhejo Class: ek ek admī ke bhejo

bulao

lao

betao

LESSON 84

Goals: 1. Causal verbs.

<p>Dialogue: tum itna kaNheN hēNso hēi?</p> <p>krisna hamme bēhut hēNsaye hēi.</p>	<p>Why are you laughing so much?</p> <p>Krisna is making me laugh a lot.</p>
--	--

Notes: Many verbs besides having an intransitive form and a transitive form, also have a "causal" form which is indicated by the medial "wa".

e.g.

Transitive	Intransitive	Causal
banna	banana	benwana
pitna	pītna	pitwana
khulna	kholna	khulwana

Drills: 1. Repetition

<p>larkēn ke soway deo</p> <p>bheiyya ke khatin ca</p> <p>mengwao</p> <p>apen bēhinī ke nehī</p> <p>rowao</p> <p>us ke kēhanī kēhwao</p> <p>ham newa kēpda</p> <p>benwayega</p>	<p>Put the children to bed.</p> <p>Send for tea for brother.</p> <p>Don't make your sister cry.</p> <p>Make him tell a story.</p> <p>I will get new clothes made.</p>
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LESSON 85

Goals: 1. Necessity.

Di. Due: hēmme saīt pōisa udhar I might have to borrow.
lena pādī. some money.

kaNheN?

Why?

hēmme pōisa ke jērurēt I need the money very
hēi. much.

Notes: "To need something" is expressed as "I have
the need of---".

Drills: 1. Repetition

hēmme kēpda ke jērurēt I need clothes.

hēi

ca meN cīnī ke jērurēt The tea needs sugar.

hēi

āsha ke pōisa ke Asha needs money.

jērurēt hēi

tūm log ke jūta ke You (plural) need shoes.

jērurēt hēi.

LESSON 87

- Goals:
1. Prepositional "without"....
 2. Special verb "milna".

Dialogue: hamme aj behut am mila. I found (got) a lot of
mangoes today.
dhoeye bina nehI khana. Do not eat without washing
them.

Notes: Used with an indirect object, verb "milna"
means "to get".

e.g.

aj ham log ke behut mechlI mila.

With "se" it means "to meet".

e.g.

kai ham ek behut accha larkI se mile gaye raha.

The prepositional "without", - "bina" follows
the verb. -ye should be added to the verbal roots
ending in -a, -i and -o. -e should be added to the
verbal roots ending in consonants and -iye to the
roots ending in -e.

Drills: 1. Substitution

Instructor

Class

*buk

hamme buk mila.

poc

gher

eccha mark

jhinga

taja terkari

2. Repetition

ham se betaye bina nehi
jana.

Don't go without letting
me know.

tum ghare puche bina
aya?

Did you come without
asking at home?

kai itna homework kare
bina nehi ana.

Don't come tomorrow with-
out doing this much
home-work.

fee liye bina nehi ana.

Don't come without
bringing the fee.

aj khana khaye bina mat
jana.

Don't go today without
eating.

soche bina mat bolna.

Don't speak without
thinking.

LESSON 88

- Goals:**
1. Inflection of cardinal numbers.
 2. Prepositional "in stead of" and "together".

Dialogue:

<p>tum dūno milke dui dīn se kam kero hai, phir be kam khetam nahī bhey? raja kin kere ke jagha ghūme hai.</p>	<p>You two have been working together since two days; haven't you still finished it? Raja wanders around in stead of working.</p>
--	---

Notes:

-o should be added for the inflection of
cardinal numbers. When inflected, cardinal numbers
indicate totality.

e.g.

caroN -leref all four sides

The conjunctive participle "milke" also means
together.

Drills: 1. Repetition

sab log milke bolo.

Everybody say together.

1 caroN larka milke

These four boys together

bahut badmasi kere

create a lot of mischief.

hai.

(tīn larkē ke bolo ke

Tell all three children

jaye padho.

to go and study.

us ke caron larkī log
bahut sundar hai.

All four of his daughters
are very beautiful.

2. Repetition

um soye ke jegha kam
kaNheN nehī karta?
murgī ke jegha lemb
daye deo.

Why don't you work in
stead of sleeping?
Give lamb in stead of
chicken.

tum jūtā ke jegha flip
flop pehno.

Wear sandals in stead of
shoes.

ham log alū ke jegha
bhat khata hai.

We eat rice in stead of
potatoes.

LESSON 89

Goals: Duplication of Indefinite pronouns with "na" in between.

Notes: "koi na koi" is used as "somebody or other".
 "Kuch na kuch" means "something or other".
 And "kabhi na kabhi" means "sometime or other".

Drills: 1. Repetition

yehIN ruko koi na koi	Wait here somebody or
to ayi.	other will come.
koi na koi ke ai makei	Somebody or other will
jayek padI.	have to go to the market
	today.

ham socit hai ki koi	I think that somebody or
na koi ai hamar ghare	other will come to my
ayi.	house today.

2. Repetition

hamme uske khatin kuch	I will have to buy some-
na kuch to kharidek	thing or other for that
padI.	person.

tumme shehar mein kuch	You will find some job
na kuch kam mil jayega.	or other in town.

sankar kuch na kuch	Sankar is sure to forget
ci jherur bhulis hai.	one thing or other.

3. Repetition

sab ke kabhi na kabhi to Everybody has to die one
mar na hai. time or another.

kabhi na kabhi humme Take me along with you

abhi apni sathe le jao. some time or other.

kabhi na kabhi to aim Come on time some time or
par aya kro. other.